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ABSTRACT

This final report of Project OPTION (Opening People to Increasing Opportunities Now) is also a handbook including methods used in the project and suitable for replication. The first section outlines the design of the project, whose goals were to reduce the influence of sex-role stereotyping on students' career choices, increase awareness of negative consequences of sex bias, and promote sex-fair and sex-affirmative teaching strategies and programs. In the next section results of three surveys of attitudes and career/life plans are presented: initial survey of middle school students; attitudes-toward-sex-roles survey of eighth-grade students, their parents, and teachers; and comparison of traditional and non-traditional students toward sex roles and life and career plans. The third section presents strategies for reducing sex-role stereotyping and increasing awareness of career options--activities for middle school students, inservice teacher training models, strategies for counselors, strategies for administrators, involving parents, involving employers and community groups, suggested activities for high school students, and publicity strategies. The fourth section contains a step-by-step account of how to set up a resource center. Enrollment statistics and results of a final questionnaire are then presented. Final sections include planned followup activities and conclusions. Sample project materials and surveys are appended. (YLB)

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SUMMARY OF RESULTS
AND
HANDBOOK OF IDEAS
TO
REDUCE SEX STEREOTYPING IN VOCATIONAL EDUCATION AND STUDENTS' CAREER CHOICES

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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A program as comprehensive as Project OPTION would never have been possible without the perserverence and commitment of many dedicated, hard-working individuals. I owe a heartfelt thanks to them all, including: Ann Martin, OPTION Secretary, whose endless hours of patience, support and organization helped to keep all the loose ends and nerves in place; June Bowser, Roberta Dixon, Leo Gaughan, Jack Viveiros, Tony Russo, Mike Phelan, Gene Hailson and Liz White, OPTION Staff Members, whose creative ideas made an impact on the lives of many young people; Lois Pulliam and Jean Peters, parents committed to the principles of sex equity and who spent countless hours reviewing and cataloging materials in the Resource Center; Susan Riley and Brion Cangiamila, Shawsheen students whose inspiration and refreshing enthusiasm kept me going strong; the students in the nontraditional support group whose career choices and zest for life demonstrate the goals of individual freedom we are striving for; Lynda Howe, Leslie Joyce, Paul Robbins, Alita MacElhiney, and Karen Wood, Shawsheen students who gladly helped out anytime they could; John McDermott, Bruce Perkins, Paul Ahern, and Bob Brooks, Shawsheen administrators, who gave me the support I needed to face the bureaucratic system; Bill Garvin, our bookkeeper, whose thoroughness and kindness always eased my mind before panic set in; Laura Joyce, who donated her expert business skills to help us meet deadlines; Dick Peterson for his creative cover design; Paul Ayotte and the Electronics students who assisted in the production of the videotape, "Dare to be Different"; Jack Jessop and Jack O'Brien, pilot middle school principals who gave us the freedom to work with their staff and students; David Nutall and Mike Malinowski, pilot town assistant superintendents who gave us the green light we needed with their policy-making bodies; the Regional Collaborative, whose advice and assistance was greatly appreciated; the local businesses who gave us speakers for career days; the teachers and counselors in the pilot schools who worked with us on classroom activities and career days; and most importantly the middle school students and their parents who cooperated in our studies and pilot activities.

I trust that we contributed to opening up our children's eyes to the many career opportunities available to them. The uniqueness and complexity of each young woman and man is too precious to be chained to rigid predetermined roles.

I thank all of the concerned people who contributed to this attempt to give students the real "freedom to choose" a lifestyle all their own.

Sincerely,

Maureen V. Lynch

Maureen V. Lynch
Project OPTION Director
June, 1979

PROJECT OPTION

Opening People to Increasing Opportunities Now

WHAT	An ESEA Title II, P.L. 94-482 funded project administered through the Division of Occupational Education, Massachusetts Department of Education. (Project No. 78-871-605-022-2)	
WHY	To reduce the influence of sex role stereotyping on students' career choices. To increase student, parent, educator and community awareness of the negative consequences of sex bias. To promote sex-fair and sex-affirmative teaching strategies and programs.	
HOW	Initiating a Regional Effort Conducting an Attitude Survey Workshops for Advisory Committees Activities for Middle School Students Teacher Training Counseling Students in Nontraditional Vocational Programs Establishing a Resource Center of Nonsexist Materials Affirmative Voc-Tech Recruitment Procedures Involving Parents and Local Industries	
PRODUCTS	Project OPTION Final Report/Handbook "Dare to be Different" — A videotape available for loan. Resource Center of Nonsexist Materials	
WHERE	Shawsheen Valley Regional Vocational Technical High School 100 Cook Street, Billerica, Massachusetts 01866	
	Pilot Schools:	Francis Wyman Middle School, Burlington, MA Marshall Middle School, Billerica, MA
WHO	Contact Person:	John McDermott, Area Coordinator Shawsheen Tech., Billerica, MA (617) 667-2111 x48
	Project Director:	Maureen V. Lynch, Sex Equity Coordinator Division of Occupational Education (617) 727-8140 x35
	Project Staff:	June Bowser, Roberta Dixon, Jack Viveiros, Tony Russo, Leo Gaughan, Gene Hailson, Liz White, Mike Phelan
	Project Secretary:	Ann Martin
	Library/Media Assistants:	Lois Pulliam, Paul Ayotte
	Student Assistants:	Susan Riley, Brion Cangiamila, Lynda Howe, Leslie Joyce
WHEN	December, 1977 to June, 1979 Follow-up efforts are continuing.	

BACKGROUND INFORMATION

WHY PROJECT OPTION?

One of the many functions performed by the modern public school is the preparation of young people to assume their roles as productive adults in society. As the nature of that society becomes increasingly more complex, the preparation for survival in that society becomes more vital. An individual is certain to find more satisfaction in life if he or she can feel pride in their work and have the security which comes from economic self-sufficiency. Likewise, the goals of self-sufficiency and responsible work can contribute to the general welfare in very constructive ways.

Every student, then, should have the opportunity to learn concrete skills which will ultimately lead to fruitful employment. Vocational education plays an important role in training students to enter the world of work. Massachusetts has long recognized the value of vocational training. Its system of regional vocational-technical secondary schools is among the most sophisticated vocational education systems in the country. Shawsheen Tech itself trains 1600 students every year in twenty-four different vocational-technical areas. The skill training available at the regional vocational-technical school enables students to go right out to work in their trade area upon graduation, or to pursue advanced training in colleges or technical institutes. The value of such training is recognized in the Shawsheen Tech region and contributes to the fact that there is a waiting list each year of students seeking admission to the school.

Despite the fact that such promising efforts are in place there is still a need for more career awareness and skills training programs in the schools. In 1977-1978 the Massachusetts Department of Education conducted a statewide assessment of students' career and occupational development. While thirteen year-olds were rated knowledgeable of job requirements, they scored lower than other Northeast students in their ability to make and implement career decisions. Clearly students need more career guidance input to enable them to make sound vocational choices.

A more specific need exists with female students. Girls are consistently underrepresented in most vocational programs. The notion that work is not only vital to self-worth, but an economic fact of adulthood is simply not a concept accepted or understood by most young women today. It is too easy to fall into the "Cinderella" trap of assuming that if you are pretty, sweet and helpless you will always have a strong "Prince Charming" to take care of you forever and ever. Such myths foster an unhealthy dependency in young women that hinders self-confidence and self-sufficiency.

Work is an economic fact of adulthood for both men and women. Yet most young women are not seriously preparing for a career. Almost all women will work outside of the home for an average of twenty-five years or more. Women work for the same reasons as men, they need the financial support to live.

Even when the first hurdle of developing an acceptance of the realities of working is accomplished, most young women hesitate to enter traditionally male occupations. Consequently, women continue to be clustered in a small number of low-paying, dead-end jobs. Women earn only 59 percent of what a man earns. Sex stereotyping continues to flourish in the work force. Changes are happening, but very slowly. Efforts must increase both in schools and in industry to break down the barriers against equal participation by both men and women.

Sex stereotyping is still a problem in most school systems. Studies show that both male and female counselors respond more favorably to female students who select traditional career interests.[1,2] Textbooks continue to reflect stereotyped views of men and women. Women's history is typically missing from social studies curricula. Very few women are administrators or vocational teachers, hence there are few role models for girls to see.

Laws have been passed in recent years to prohibit sex discrimination in schools and the workplace. Title IX of the Education Amendments of 1972 and Chapter 622 of the Massachusetts Acts of 1971 forbid discrimination in public schools. The Education Amendments of 1976 (PL94-482) not only outlaw discrimination in vocational programs, but also mandate active efforts to reduce sex bias.

Women comprise less than 5 percent of the skilled trades. The same situation is found in vocational education programs. According to Massachusetts Department of Education statistics, 77 percent of all females enrolled in vocational education programs are either in non-occupational consumer and homemaking, or in office occupation programs. Male enrollment in trade and industrial courses is more than seven times that of females.[3]

Vocational education is especially important today since less than 20 percent of all jobs in the future will require a college degree. Technical skills are portable, saleable and sex-neutral. Such a career is appropriate for anyone who enjoys problem-solving and working with their hands. Why is it then that so few girls are enrolled in vocational-technical programs? The fact is that stereotyped attitudes about sex roles still persist and limit young peoples' career choices.

Many studies have been conducted in recent years to investigate the factors involved in the area of sex bias and stereotyping in vocational education. Burlin investigated the occupational aspirations of young women and found "the desire to pursue a broader range of occupations is present . . . however, personal and social forces appear to have limited their belief that in real life these occupations could actually be pursued."[4] It is important to educate children about their career options early in life. Once stereotyped attitudes set in they are hard to change. Burgette studied the vocational goals of fifth and sixth grade girls. He recommends that both home and school present the "full spectrum of alternatives" to girls at an early age.[5]

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[1] N. Schlossberg and J. Pietrofessa, Perspectives on counselor bias: implications for counselor education. *The Counseling Psychologist,* 1973, *4,* p.48.

[2] A. Thomas and N. Stewart, Counselor response to female clients with deviate and conforming career goals. *Journal of Counseling Psychology,* 1972, *18,* p.356.

[3] Massachusetts Department of Education, *Massachusetts Annual Program Plan for Vocational Education Fiscal Year 1979,* July 1, 1978, p.122.

[4] F. Burlin, Locus of control and female occupational aspiration. *Journal of Counseling Psychology,* 1976, *23,* p.128.

[5] P.R. Burgette, Perceptions of fifth and sixth grade females of vocational goals and expected lifestyles. (ERIC document number ED 082 068. Purdue University, 1970) pp. 3-4.

At Shawsheen Tech we found that students already had strong attitudes about roles appropriate for men and women well developed by the time they entered the school as freshmen. The shop exploratory program in ninth grade did offer girls exposure to nontraditional trades, however, choices being made were still along traditional, stereotyped lines. Health Services and Business Technology were still 100 percent female while Metal Fabrication, Plumbing, and Heating, Ventilation and Air Conditioning were still 100 percent male.

The overall male/female breakdown of the school was 33 percent female and 67 percent male in June of 1977 when Project OPTION was conceived. In June, 1976, the overall figures showed 30 percent female and 70 percent male. Progress was being made slowly, but surely. Various recruitment strategies had been used. The Shawsheen Tech Placement Counselor spoke with parents of potential applicants at the annual Open House on increasing job opportunities for women. The Title IX/Chapter 622 Coordinator presented information to teachers and parents on the requirements of laws prohibiting sex discrimination in education. Shawsheen Tech students in nontraditional shops met with eighth graders, discussed their shops and encouraged them to consider such choices. Recruitment materials were revised to remove biased terminology and pictures.

As we tried various approaches to reduce stereotyped views toward vocational education, we realized that we had to initiate a more comprehensive effort. Parents, employers, teachers, administrators, middle school guidance counselors, and shop teachers all contribute to the formulation of students' attitudes toward a career appropriate for them. We began to look for ways to organize strategies to involve all these concerned parties. Project OPTION was the result. We drafted a grant proposal and were funded through Public Law 94-482 administered by the Division of Occupational Education. We hope this report handbook will be of use to other vocational educators who are looking for ways to reduce sex stereotyping in their schools.

The following definitions apply throughout this report and are in accordance with those used in Public Law 94-482 of the Education Amendments of 1976:

- "Sex bias" means behaviors resulting from the assumption that one sex is superior to the other.
- "Sex stereotyping" means attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of sex.
- "Sex discrimination" means any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex.[6]

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[6] Department of Health, Education and Welfare, Office of Education, *Vocational Education: State Programs and Commissioners Discretionary Programs,* (P.L. 94-482, *Federal Register,* Vol. 42, No. 191, October 3, 1977), p. 53831.

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Thomas, A. and Stewart N. Counselor response to female clients with deviate and conforming career goals, *Journal of Counseling Psychology,* 1972, *18,* 352-257.

THE DESIGN OF PROJECT OPTION

The overall goals of Project OPTION were twofold:

- To reduce the influence of sex bias on student's choices regarding vocational education.
- To increase cooperation between Shawsheen Tech and the sending school systems in reducing sex bias and stereotyping.

Specific objectives included:

- Increase female enrollment at Shawsheen Tech.
- Increase the number of students choosing nontraditional vocational programs.
- Increase student, parent, educator and employer awareness of the negative consequences of sex bias and stereotyping.
- Expand Shawsheen Tech's role as consultant to the district sending schools regarding vocational education.
- Involve representatives from each town in the district in a collaborative effort toward reducing sex bias and stereotyping in vocational education.
- Reduce duplication of effort.

In order to meet these goals and objectives several activities were planned, including:

- Establish a regional collaborative.
- Establish a resource center at Shawsheen Tech.
- Develop model curriculum units for students.
- Develop guidelines for workshops for parents, educators and employers.
- Test out model projects in two target middle schools.

- Develop and run a staff training program.

- Write up all methods employed in Project OPTION for use at other schools in the district.

All of these activities relate to each of the project's objectives. The approach was a comprehensive one involving all groups which influence students' choices regarding vocational education, i.e. educators, parents, employers and administrators.

Two target middle schools in the district were selected as pilot project sites. They were the Francis Wyman Middle School in Burlington and the Marshall Middle School in Billerica. An analysis of the enrollment statistics of the incoming freshman class in 1978 showed Francis Wyman with the most unbalanced percentage of male vs. female students (71 percent male - 29 percent female) and the Marshall Middle with the most balanced percentage (52 percent male - 48 percent female). Likewise, the overall picture of male vs. female students at Shawsheen from Burlington was 78 percent male and 22 percent female, while Billerica showed 60 percent male and 40 percent female. A comparison of the effects of the pilot project on schools with greater and lesser female interest in vocational education was planned.

OPTION staff members were selected and approved in February, 1978. These included a project director (counselor at Shawsheen Tech), eight staff members (four teachers from Shawsheen Tech, and a counselor and teacher from each of the pilot middle schools) and a project secretary (placement secretary at Shawsheen Tech). Numerous volunteers were solicited throughout the duration of the project. Shawsheen Tech students, parents, community representatives, district educators and local business people were involved in serving on the regional collaborative and assisting in the career days and resource center tasks.

SURVEY OF ATTITUDES AND CAREER/LIFE PLANS

INITIAL SURVEY OF MIDDLE SCHOOL STUDENTS

(Submitted by Leo Gaughan, OPTION Staff Member and Carpentry Teacher at Shawsheen Tech)

Introduction

A prime objective of Project OPTION was to make people more aware of the opportunities available to them in the so called "nontraditional" fields. In this particular project, middle school students were the subjects. They have the option of continuing their career preparation at their local high school or attending the regional vocational-technical high school.

As with any program planning, one should know the "state of the art" before embarking on ways to improve it. Therefore, the staff of Project OPTION had to ask itself two questions. First, how do middle school students feel about the male-female role in society? Secondly, how can we get this information?

All were in agreement that some sort of survey was needed and that the method used should be simply, easily read and understood, and designed to get a quick response. Two instruments were developed for this purpose. One was a list of 30 careers ranging from ballet dancer to forest ranger. (See Appendix A) The participants were asked to check one of three choices for each career: male, female, or both. The second was an opinionnaire containing twenty statements, i.e. "Most women could do physical labor," and "Only girls can babysit." (See Appendix B) The participants merely agreed or disagreed with the statement.

These instruments were not designed as measuring tools for the gathering of specific scientific data. Their main purpose was as an aid in planning a program for seventh grade students. Some comparisons were made and the data recorded. Hopefully, such information will be useful to others who many wish to analyze it in more detail.

Participants were seventh grade students from a middle school in each of the two towns selected to take part in the program. The program was administered by the members of the Project OPTION staff in the respective schools.

Survey of Career Choices

The number of responses for each career were totaled and the percentage recorded. The attached charts show the numerical and percentage results for males and females of each school. The combined scores for males and combined scores for females from both schools, and the combined totals for males and females from both schools.

By combining some of the careers listed into separate categories, we can get an indication of the changes in attitudes among the pilot groups toward the roles men and women have traditionally played in our society.

- TRADITIONALLY MALE CAREERS

Carpenter	82 percent (76 percent of the females, 89 percent of the males), see it as a male career, 17 percent list it as occupation for both.
Auto Mechanic	80 percent (72 percent of the females, 89 percent of the males), see it as a male career, 20 percent list it as occupation for both.
Gas Station Attendant	69 percent (57 percent of the females, 83 percent of the males), see it as a male career, 31 percent list it as occupation for both.
Electrician	73 percent (71 percent of the females, 75 percent of the males), see it as a male career, 27 percent list it as occupation for both.

- TRADITIONALLY FEMALE CAREERS

Nurse	70 percent (69 percent of the females, 71 percent of the males) see it as a female career, while 27 percent of the males and 31 percent of the females see it as a career for both.
Secretary	59 percent (45 percent of the females, 75 percent of the males) see it as a female career, while 23 percent of the males and 31 percent of the females see it as both.
Telephone Operator	66 percent (68 percent of the males, 64 percent of the females) view it as a female career, while 5 percent of the total see it as a male occupation.
Housekeeper	70 percent (60 percent of the females, 80 percent of the males) call this a female occupation.

The results in these two categories seem to indicate an overwhelming view toward traditional areas for men and women. However when we look at the percentage of students who see these occupations as appropriate for both males and females we see some encouraging signs that changes are beginning to take place. The next category contains:

- "PROFESSIONAL" CAREERS

Lawyer	44 percent (49 percent of the males, 40 percent of the females) see this as a male career, while 55 percent (60 percent of the females, 49 percent of the males) see it as suitable for both sexes.

Doctor	46 percent (49 percent of the females, 43 percent of the males) call this a male career, while 53 percent (49 percent of the females, 57 percent of the males) feel doctors can be either sex.
Dentist	43 percent (43 percent of the males and females) see dentists as male, while 55 percent (55 percent of the females, 54 percent of the males) see it as suitable for both sexes.
Scientist	30 percent (21 percent of the females, 40 percent of the males) call it a male career, while 68 percent (78 percent of the females, 57 percent of the males) say scientists can be either sex.

A sizeable number of students see each of the careers in this category as suitable for both, rather than for men only. A comparison of these "professional" careers with the first two categories shows some interesting trends. Females seem to feel that these fields are appropriate for women and the males accept their view. A low percentage of females show an interest in the first category occupations and the male respondents seem to agree that these jobs are for men. The traditional female careers in the second category are shunned by males, and females seem to agree with that viewpoint. This seems to indicate that females are selective in the nontraditional careers they choose. The males appear to want to protect the traditional "blue collar" jobs or at least see them as unsuitable for females.

Twenty years ago bus drivers, photographers, and politicians were seen primarily as jobs for men; while most males considered hairdressers, flight attendants, and ballet dancer to be strictly female occupations. Today 46 percent (hairdressers) to 73 percent (bus driver) of the student responses show that these are now seen as occupations for both sexes.

PILOT TOWNS CAREER SURVEY RESULTS
MALE AND FEMALE STUDENTS (N = 140)

CAREERS	MALE		FEMALE		BOTH	
	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
1. Police Officer	46	64	1	1	53	75
2. Lawyer	44	62	1	1	55	77
3. Nurse	1	1	70	98	29	41
4. Secretary	14	19	59	83	27	38
5. Elementary Teacher	9	13	32	44	59	83
6. High School Teacher	21	30	9	12	70	98
7. Race Car Driver	74	103	0	0	26	37
8. Photographer	24	33	2	3	74	104
9. Carpenter	82	115	1	1	17	23
10. Flight Attendant	19	27	30	42	51	71
11. Bank Teller	7	10	28	39	65	91
12. Blacksmith	89	124	1	1	10	15
13. Auto Mechanic	80	112	0	0	20	28
14. Gas Station Attendent	69	97	0	0	31	43
15. Dentist	43	60	2	3	55	77
16. High School Principal	54	75	1	2	45	63
17. Politician	50	70	1	1	49	69
18. Athletic Trainer	53	74	1	1	46	65
19. Astronaut	62	87	15	4	23	49
20. Telephone Operator	5	7	66	92	29	49
21. Doctor	46	65	1	1	53	74
22. Army Officer	64	90	0	0	36	50
23. Cook	15	21	16	23	69	96
24. Forest Ranger	53	74	1	2	46	64
25. Hairdresser	2	2	53	74	46	64
26. Housekeeper	4	5	70	97	26	38
27. Electrician	73	102	0	0	27	38
28. Scientist	30	42	2	3	68	95
29. Bus Driver	21	30	6	8	73	102
30. Ballet Dancer	2	3	37	52	61	85

PILOT TOWNS CAREER SURVEY RESULTS
FEMALE STUDENTS (N = 75)

CAREERS	MALE		FEMALE		BOTH	
	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
1. Police Officer	45	34	1	1	54	40
2. Lawyer	40	30	0	0	60	45
3. Nurse	0	0	69	52	31	23
4. Secretary	24	18	45	34	31	23
5. Elementary Teacher	17	13	19	14	64	48
6. High School Teacher	13	10	15	11	72	54
7. Race Car Driver	69	52	0	0	31	23
8. Photographer	16	12	1	1	83	62
9. Carpenter	76	57	1	1	23	17
10. Flight Attendant	17	13	31	23	52	39
11. Bank Teller	7	5	20	15	73	55
12. Blacksmith	84	63	1	1	15	11
13. Auto Mechanic	72	43	0	0	28	21
14. Gas Station Attendent	57	43	0	0	43	32
15. Dentist	43	32	1	1	55	42
16. High School Principal	49	37	1	1	49	37
17. Politician	43	32	0	0	57	43
18. Athletic Trainer	48	36	0	0	52	39
19. Astronaut	55	41	4	3	41	31
20. Telephone Opeator	3	2	64	48	33	25
21. Doctor	49	37	1	1	49	37
22. Army Officer	60	45	0	0	40	30
23. Cook	8	6	12	9	80	60
24. Forest Ranger	53	40	0	0	47	35
25. Hairdresser	0	0	53	40	47	35
26. Housekeeper	0	0	60	45	40	30
27. Electrician	71	53	0	0	29	22
28. Scientist	21	16	1	1	78	58
29. Bus Driver	28	21	4	3	68	51
30. Ballet Dancer	1	1	25	19	74	55

PILOT TOWNS CAREER SURVEY RESULTS
MALE STUDENTS (N = 65)

CAREERS	MALE		FEMALE		BOTH	
	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
1. Police Officer	46	30	0	0	54	35
2. Lawyer	49	32	2	1	49	32
3. Nurse	2	1	71	46	27	18
4. Secretary	2	1	35	49	23	15
5. Elementary Teacher	0	0	46	30	54	35
6. High School Teacher	31	20	2	1	67	44
7. Race Car Driver	78	51	0	0	22	14
8. Photographer	32	21	3	2	65	42
9. Carpenter	89	58	2	1	9	6
10. Flight Attendant	22	14	29	19	49	32
11. Bank Teller	8	5	37	24	55	36
12. Blacksmith	94	61	0	0	6	4
13. Auto Mechanic	89	58	0	0	11	7
14. Gas Station Attendent	83	54	0	0	17	11
15. Dentist	43	28	3	2	54	35
16. High School Principal	58	38	2	1	40	26
17. Politician	58	38	2	1	40	26
18. Athletic Trainer	58	38	2	1	40	26
19. Astronaut	71	46	2	1	27	18
20. Telephone Operator	8	5	68	44	24	16
21. Doctor	43	28	0	0	57	37
22. Army Officer	69	45	0	0	31	20
23. Cook	23	15	22	14	55	36
24. Forest Ranger	52	34	3	2	45	29
25. Hairdresser	3	2	52	34	45	29
26. Housekeeper	8	5	80	52	12	8
27. Electrician	75	49	0	0	25	16
28. Scientist	40	26	3	2	57	37
29. Bus Driver	14	9	8	5	78	51
30. Ballet Dancer	3	2	51	33	46	30

Survey of Opinions on Sex Roles

The OPTION staff developed an Opinionnaire (See Appendix B) to assess students' opinions on sex roles. Listed on this form are statements of roles or behaviors that have been traditionally attributed to either males or females. Following are some of the results we found useful in developing our approach to the OPTION programs:

STATEMENTS NO. 1 & 5: 67 percent of the group (62 percent females, 73 percent males) think women work because they want to, while 35 percent (29 percent females, 42 percent males) feel men do the same. The students do not seem to see that most men and women must work and that it is usually not a matter of choice, but necessity.

STATEMENT NO. 2: 77 percent (68 percent female, 87 percent male) agree that some jobs are not for women. This seems to agree with the career choices in the first category of the Career Survey previously discussed.

STATEMENT NO. 4: 69 percent feel that women can do physical labor. This would seem to eliminate physical strength as a reason for the response to No. 2.

STATEMENTS NO. 9 & 10: Only 11 percentage points separate males from females (44 percent males, 33 percent females) on who should raise the children. While 62 percent do not agree that only women should raise the children, 59 percent say that men should support the family.

A look at statements Nos. 12, 16, 15, and 8 would seem to dispel some myths about male and female capabilities. Only 25 percent felt boys are better leaders than girls, and 29 percent felt that boys are better athletes. A total of 91 percent of the students felt that boys should be able to show their feelings, and 84 percent said it's alright for boys to cry. It appears that some "rules" are finally bending in a more human direction.

PILOT TOWNS OPINIONNAIRE RESULTS
MALE AND FEMALE STUDENTS (N = 124)

	AGREE		DISAGREE	
	PERCENT	NUMBER	PERCENT	NUMBER
1. Women work because they want to.	67	83	33	41
2. There are jobs that women should not do.	77	95	23	29
3. Only girls can babysit.	3	4	97	120
4. Most women could do physical labor.	69	85	31	39
5. Men work because they want to.	35	43	65	81
6. There are jobs that men should not do.	54	67	46	57
7. Only boys can ride motorcycles.	6	8	94	116
8. It is alright for a boy to cry.	84	104	16	20
9. Women should raise the children.	38	47	62	77
10. Men should support the family.	59	73	41	51
11. Women can live a full & happy life without marrying.	75	93	25	31
12. Boys are better leaders than girls.	25	31	75	93
13. Women should get equal pay with men for doing the same job.	82	102	18	22
14. Boys should always protect girls from harm.	48	59	52	65
15. Boys should be able to show their feelings.	91	113	9	11
16. Boys are better athletes than girls.	29	36	71	88
17. Girls are smarter than boys.	27	33	73	91
18. Doing dishes, laundry & cooking are girls' jobs.	37	46	63	78
19. Mowing the lawn, shoveling snow, taking out the trash are boys' jobs.	33	41	67	83
20. The "bionic man" is stronger than the "bionic woman".	39	48	61	76

PILOT TOWNS OPINIONNAIRE RESULTS
FEMALE STUDENTS (N = 69)

	AGREE		DISAGREE	
	PERCENT	NUMBER	PERCENT	NUMBER
1. Women work because they want to.	62	43	38	26
2. There are jobs that women should not do.	68	47	32	22
3. Only girls can babysit.	3	2	97	67
4. Most women could do physical labor.	75	52	25	17
5. Men work because they want to.	29	20	71	49
6. There are jobs that men should not do.	49	34	51	35
7. Only boys can ride motorcycles.	1	1	99	68
8. It is alright for a boy to cry.	94	65	6	4
9. Women should raise the children.	33	23	67	46
10. Men should support the family.	51	35	49	34
11. Women can live a full & happy life without marrying.	86	59	14	10
12. Boys are better leaders than girls.	3	2	97	67
13. Women should get equal pay with men for doing the same job.	86	59	14	10
14. Boys should always protect girls from harm.	46	32	54	37
15. Boys should be able to show their feelings.	91	63	9	6
16. Boys are better athletes than girls.	9	6	91	63
17. Girls are smarter than boys.	14	20	86	59
18. Doing dishes, laundry, & cooking are girls' jobs.	20	14	80	55
19. Mowing the lawn, shoveling snow, taking out the trash are boys' jobs.	19	13	81	56
20. The "bionic man" is stronger than the "bionic woman".	25	17	75	52

PILOT TOWNS OPINIONNAIRE RESULTS
MALE STUDENTS (N = 55)

	AGREE		DISAGREE	
	PERCENT	NUMBER	PERCENT	NUMBER
1. Women work because they want to.	73	40	27	15
2. There are jobs that women should not do.	87	48	13	7
3. Only girls can babysit.	4	2	96	53
4. Most women could do physical labor.	60	33	40	22
5. Men work because they want to.	42	23	58	32
6. There are jobs that men should not do.	60	33	40	22
7. Only boys can ride motorcycles.	13	7	87	48
8. It is alright for a boy to cry.	71	39	29	16
9. Women should raise the children.	44	24	56	31
10. Men should support the family.	69	38	31	17
11. Women can live a full & happy life without marrying.	62	34	38	21
12. Boys are better leaders than girls.	53	29	47	26
13. Women should get equal pay with men for doing the same job.	78	43	22	12
14. Boys should always protect girls from harm.	49	27	51	28
15. Boys should be able to show their feelings.	91	50	9	5
16. Boys are better athletes than girls.	55	30	45	25
17. Girls are smarter than boys.	42	23	58	32
18. Doing dishes, laundry, & cooking are girls' jobs.	58	32	42	23
19. Mowing the lawn, shoveling snow, taking out the trash are boys' jobs.	51	28	49	27
20. The "bionic man" is stronger than the "bionic woman".	56	31	44	24

ATTITUDES TOWARD SEX ROLES SURVEY

(Submitted by Leo Gaughan, OPTION Staff Member and Carpentry Teacher at Shawsheen Tech)

The survey of the middle school students gave the OPTION staff a pretty good idea of the attitudes of that age group. However, this raised a few more questions. How do the parents of students feel about sex equality? If the OPTION programs are to be forerunners of curriculum segments, how do the teachers feel about the sex equity issue?

To gain some knowledge of these groups, the staff used an "Attitude Toward Sex Roles Scale" which was developed by Dr. Peggy Hawley of San Diego State University. (See Appendix C). Once again our purpose was not to develop statistics, but rather to draw a few general conclusions and comparisons between sexes, parents and offspring, students and teachers.

Participants were the parents of eighth grade students, the students themselves, and teachers in the participating schools. The same scoring method used by Dr. Hawley was used in our survey. For the sake of clarity, we will divide the responses into two categories; those who seem to favor the traditional views on sex role and those who do not. The scores for each group, together with the mean and percentage scores that are considered nontraditional are shown on the attached charts. A score of 88 or lower indicates a nontraditional attitude. The survey was conducted and scored by members of the OPTION staff.

It is interesting to note that the male parents are more androgynous than their sons, while the female parents are more traditional than their daughters. The teachers' results were encouraging and an indication that cooperation would be more prevalent than was expected as can be seen in Table 1.

TABLE 1

Attitudes of Pilot Town Students, Parents and Teachers Toward Sex Roles

Town	Attitude	Students		Parents		Teachers	
		M	F	M	F	M	F
Burlington	Traditional	86%	60%	70%	75%	44%	26%
	Nontraditional	14%	40%	30%	25%	56%	74%
Billerica	Traditional	89%	54%	88%	63%	46%	34%
	Nontraditional	11%	46%	12%	37%	54%	66%
Combined	Traditional	88%	57%	79%	69%	45%	30%
	Nontraditional	13%	43%	21%	31%	55%	70%

While we did not chart numerical or percentage results beyond the charts included here, some trends were recognizable and are worth noting.

- Those employed in areas where females have been part of the work force, regardless of the status of the female, seem to be less threatened by sex equity.

- Men seem to associate a lessening of feminity in women working in some areas.

- The "blue collar workers" are far more traditional than any other group. This may be due to the fact that association with females on the job has been practically nonexistent.

- Attitudes toward male/female roles show a connection between one's occupation and position. This is a fairly good indication that education also plays a role in one's attitude.

- Adult attitudes have to change if equity is to become a reality in the near future since parental pressure on children to remain in the traditional areas is evident.

I would suggest that further work be done on the results. It should be possible to group certain statements and occupations into clusters, thus producing more significant data that could be developed into a solid measuring devise to monitor the effectiveness of efforts to reduce bias and stereotyping.

RESULTS OF ATTITUDES TOWARD SEX ROLES SURVEY
BILLERICA STUDENTS AND PARENTS

STUDENTS

Subjects:	150 Male Students												
Mean Score:	108												
Scores Under 88:	10.6 percent												
Scores:	40	50	60	70	80	90	100	110	120	130	140	150	189
Number of Responses:	1	1	0	6	11	24	33	31	21	12	6	3	1
Subjects:	163 Female Students												
Mean Score:	89.4												
Scores Under 88:	46 percent												
Scores:	40	50	60	70	80	90	100	110	120	130	140	150	
Number of Responses:	0	5	13	21	40	44	23	14	2	0	1	0	
Total Combined:	313												
Mean	98.7												
Percent Under 88:	29 percent												

PARENTS

Subjects:	110 Adult Males												
Mean Score:	106.7												
Scores Under 88:	12 percent												
Scores:	40	50	60	70	80	90	100	110	120	130	140	150	
Number of Responses:	0	2	1	3	8	14	23	27	19	3	0	0	
Subjects:	118 Adult Females												
Mean Score:	108.5												
Scores Under 88:	37 percent												
Scores:	40	50	60	70	80	90	100	110	120	130	140	150	170
Number of Responses:	3	5	8	7	22	21	26	20	5	0	0	0	1
Total Combined:	218												
Mean	107.6												
Percent Under 88:	25 percent												

A score under 88 represents androgynous or non-biased attitudes.

RESULTS OF ATTITUDES TOWARD SEX ROLES SURVEY
BILLERICA STUDENTS AND PARENTS

STUDENTS

Subjects:	64 Adult Males											
Mean Score:	98.5											
Scores Under 88:	30 percent											
Scores:	40	50	60	70	80	90	100	110	120	130	140	150
Number of Responses:	1	2	4	4	8	11	14	11	5	1	2	1
Subjects:	83 Adult Females											
Mean Score:	87											
Scores Under 88:	25 percent											
Scores:	40	50	60	70	80	90	100	110	120	130	140	150
Number of Responses:	1	3	4	10	4	21	27	10	2	1	0	0
Total Combined:	147											
Mean	92.75											
Percent Under 88:	27.5 percent											

PARENTS

Subjects:	107 Male Students											
Mean Score:	105.7											
Scores Under 88:	14 percent											
Scores:	40	50	60	70	80	90	100	110	120	130	140	150
Number of Responses:	0	1	0	4	13	14	28	22	18	5	0	2
Subjects:	90 Female Students											
Mean Score:	77.2											
Scores Under 88:	40 percent											
Scores:	40	50	60	70	80	90	100	110	120	130	140	150
Number of Responses:	1	2	6	9	20	22	21	6	2	0	1	0
Total Combined:	197											
Mean	91.4											
Percent Under 88:	27 percent											

RESULTS OF ATTITUDES TOWARD SEX ROLES SURVEY
BILLERICA AND BURLINGTON TEACHERS

BILLERICA TEACHERS

Subjects:	11 Male Teachers												
Mean Score:	94												
Scores Under 88:	36 percent												
Scores:	30	40	50	60	70	80	90	100	110	120	130	140	150
Number of Responses:	0	0	1	0	2	1	4	3	1	1	0	1	1
Subjects:	24 Female Teachers												
Mean Score:	77												
Scores Under 88:	75 percent												
Scores:	30	40	50	60	70	80	90	100	110	120	130	140	150
Number of Responses:	2	2	2	3	5	4	2	1	1	2	0	0	0
Total Combined:	35												
Mean	85												
Percent Under 88:	56 percent												

BURLINGTON TEACHERS

Subjects:	27 Female Teachers												
Mean Score:	76												
Scores Under 88:	74 percent												
Scores:	30	40	50	60	70	80	90	100	110	120	130	140	150
Number of Responses:	1	2	6	5	5	1	4	2	1	0	0	0	0
Subjects:	14 Male Teachers												
Mean Score:	102												
Scores Under 88:	56 percent												
Scores:	30	40	50	60	70	80	90	100	110	120	130	140	150
Number of Responses:	0	0	0	1	3	4	0	3	3	1	0	1	1
Total Combined:	41												
Mean	89												
Percent Under 88:	65 percent												

COMPARISON OF TRADITIONAL AND NONTRADITIONAL VOCATIONAL STUDENTS TOWARD SEX ROLES AND LIFE AND CAREER PLANS

What is it really like to be a student in a nontraditional shop? What kind of students select such shops? What factors influenced their decisions to enter a career considered "different" for their sex? Curiosity about the answers to these and other questions led the OPTION Director to conduct a study of students at Shawsheen Tech who were enrolled in nontraditional shops and compare them to students who had made traditional shop choices. The results are presented here.

The following predictions were made:

- Students in nontraditional shops would be less traditional in their attitudes toward roles appropriate for males and females than students in traditional shops.
- Female students would have less traditional sex-role attitudes than male students.
- Work would be less important than marriage for girls in traditional shops compared to males or females in nontraditional shops.

Additional information on factors influencing choices and self-confidence in career success was also gathered. We were also interested to see if age, in addition to gender, made a difference in the results.

Method

SAMPLE

Five different groups of Shawsheen Tech students, totalling 116 in all, were studied. The total number of males was 33, and females 83. The composition of the groups were as follows:

1. (NT) 15 students in nontraditional shops (1 male, 14 females)
2. (10BT) 39 sophomores in Business Technology (39 females)
3. (10A) 13 sophomores in Automotive (13 males)
4. (12BT) 30 seniors in Business Technology (30 females)
5. (12A) 19 seniors in Automotive (19 males)

PROCEDURE

All students were asked to complete two questionnaires:

1. Attitudes Toward Sex Roles Scale (Hawley, 1975) (See Appendix C)
2. Your Life Plans (Hawley, 1975) (See Appendix D)

The questionnaires were administrated in one class period of forty-two minutes in length. After a brief explanation of the forms and some vocabulary words students filled out the forms independently without discussion with one another.

Results

The results will be present in two sections;

1. Attitude Toward Sex Roles Scale (ATSRS), and
2. Your Life Plans (YLP)

ATTITUDE TOWARD SEX ROLES SCALE (ATSRS)

The ATSRS can be scored to show attitudes that are *dichotomous*, indicating that the student tends to see male and female roles as separate and distinct based on gender, or *androgynous*, indicating that sex has nothing to do with what roles are appropriate for men and women. A score above 88 reflects a dichotomous or traditional attitude, while a score below 88 reflects a more androgynous or nontraditional attitude. The results are presented here.

Table 1 shows the mean scores for each of the five groups studied:

TABLE 1

MEAN SCORES AND PERCENT OF STUDENTS WITH NONTRADITIONAL ATTITUDES

SCORES	STUDY GROUPS				
	NT	10BT	12BT	10A	12A
Mean Scores	73	94	81	125	121
Percent Nontraditional Attitudes	76%	26%	67%	0%	0%

Students in the nontraditional shops scored lower than all other study groups (Mean Score of 73) indicating that more of these students have nontraditional attitudes toward male and female roles. The fact that these students have made a nontraditional shop choice is a statement of their willingness to be different from the norm. Their career choices are consistent with their attitudes.

Our second prediction also came through with the female students scoring more nontraditional scores than the males. In fact, all boys tested, except for one boy in Cosmetology, displayed traditional attitudes toward sex roles. Age seemed to be a factor also with more senior girls in Business Tech scoring in the nontraditional range than sophomores.

YOUR LIFE PLANS (YLP)

The tally of students responses have been condensed and appear in Tables 2 - 6. Responses to each question will be discussed individually.

Differences were found between the test groups in their responses to the question, "Which do you plan?" with regard to work and/or marriage (see Table 2). No students answered "marriage only" indicating that they all see work as a part of their future plans. No NT students responded "work until marriage", while 17 percent of 12BT and 10BT felt they would stop working after marriage. Several boys saw this in their futures also, 11 percent of 12A and 7 percent of 10A. The implication is that many females, and several males, feel their marriage partner will provide for them financially.

TABLE 2
RESPONSES TO *YOUR LIFE PLANS* QUESTION NO. 1

Question: "Which do you plan?"

ANSWERS	STUDY GROUPS				
	NT	12BT	10BT	12A	10A
Marriage only	0%	0%	0%	0%	0%
Work only	0%	3%	0%	16%	21%
Work until marriage	0%	17%	17%	11%	7%
Work before marriage & after children	20%	7%	15%	0%	7%
Combine marriage & part-time work	7%	27%	22%	0%	0%
Combine marriage & full-time work	47%	43%	39%	47%	36%
Haven't the slightest idea	27%	3%	7%	26%	29%

Child care responsibilities enter into responses such as "work before marriage and after children" and "combined marriage and part-time work". Here the differences are clearly along gender lines with 27 percent of NT, 34 percent of 12BT, and 32 percent of 10BT responding with one of those answers, compared to only 7 percent of 10A and 0 percent of 12A. Clearly both male and female students see child care as a female task.

"Marriage and full-time work" was a popular choice for all students, male and female, with 36 percent - 47 percent choosing this response. This seems to say that almost half of the vocational students see work as a life-long activity. This is confirmed by responses to the second question concerning the importance of marriage and/or work (see Table 3). Nearly all students see work as important and most see it as extremely or very important.

Likewise, students see their chances of success in the world of work as good or excellent. NT students feel confident as well despite the pressures from being in a career area different from most members of their sex (see Table 4).

When looking at who was most influential in students' career decisions (see Table 5 and 6), it appears that parents are the most influential of any group for traditional choices, where counselors were chosen by more NT students. Peer influence is also quite strong for NT students. These factors were probably influenced by the students' concurrent participation in a counseling support group. This group did serve as a support system for NT students who don't get as much support for their choices elsewhere. Parents still tend to support traditional choices.

TABLE 3
RESPONSES TO *YOUR LIFE PLANS* QUESTION NO. 2

Question: "As you see it, how important are work and marriage in your future life?"

ANSWERS	STUDY GROUPS				
	NT	12BT	10BT	12A	10A
Extremely Important					
Work	33%	57%	44%	63%	50%
Marriage	27%	27%	24%	21%	14%
Very Important					
Work	47%	27%	34%	11%	29%
Marriage	27%	17%	34%	5%	14%
Important					
Work	20%	17%	20%	16%	21%
Marriage	27%	40%	37%	32%	21%
Not Very Important					
Work	0%	0%	2%	11%	0%
Marriage	20%	17%	2%	32%	36%
Not Important At All					
Work	0%	0%	0%	0%	0%
Marriage	0%	0%	2%	11%	14%

TABLE 4
RESPONSES TO *YOUR LIFE PLANS* QUESTION NO. 3

Question: "Whether or not you plan to work, how would you see your chances of success in the world of work?"

ANSWERS	STUDY GROUPS				
	NT	12BT	10BT	12A	10A
Excellent	20%	17%	15%	16%	14%
Good	73%	83%	78%	74%	86%
Fair	7%	0%	5%	11%	0%
Very Poor	0%	0%	0%	0%	0%
Do You Know	0%	0%	2%	0%	0%

TABLE 5
RESPONSES TO QUESTIONS NO. 4 - 6 ON YLP CONCERNING PEOPLE WHO WERE *EXTREMELY INFLUENTIAL* IN WORK-RELATED DECISIONS

ANSWERS	STUDY GROUPS				
	NP	12BT	10BT	12A	10A
Male Friends	0%	0%	2%	0%	0%
Female Friends	0%	3%	10%	0%	7%
Parents	13%	30%	37%	5%	14%
Other Relatives	7%	0%	2%	5%	7%
Teachers	20%	20%	22%	0%	0%
Counselor	40%	6%	0%	0%	0%
Neighbors	0%	0%	2%	0%	21%
T.V.	0%	0%	0%	0%	0%

TABLE 6
COMBINED RESPONSES TO QUESTIONS NO. 4 - 6 ON YLP CONCERNING PEOPLE WHO WERE *EXTREMELY OR VERY INFLUENTIAL* IN WORK-RELATED DECISIONS

ANSWERS	STUDY GROUPS				
	NP	12BT	10BT	12A	10A
Male Friends	20%	23%	24%	21%	21%
Female Friends	40%	23%	49%	11%	21%
Parents	53%	70%	69%	52%	71%
Other Relatives	34%	17%	24%	16%	21%
Teachers	47%	53%	59%	26%	29%
Counselor	73%	33%	37%	21%	7%
Neighbors	20%	6%	7%	16%	35%
T.V.	7%	3%	0%	11%	0%

Discussion and Recommendations

Work is seen as important for most students, particularly for NT and male students. NT female students still see child care as their responsibility. They are, however, more willing to incorporate marriage and full-time work than traditional female students. Male students seem to be more work-oriented than family-oriented. The results are in keeping with traditional conditioning patterns.

Age seems to be a factor also. Seniors, males and females, seem more work-oriented than sophomores. This could be explained by the fact that seniors are closer to entering the world of work and may have had more direct work experiences. Work is more of an integral part of their future plans.

A long-term follow-up study is recommended to trace the actual life decisions of these students. Teachers and counselors need to be better prepared to assist in students' career decisions. Their low ranking importance of influence in student's career decision-making is disturbing and should justify more inservice training in this area.

REFERENCES

Hawley, Peggy. "Final Report: The State of the Art of Counseling High School Girls." Project No. 0675P The Ford Foundation Faculty Fellowship for Research on Women's Roles in Society. June, 1975.

STRATEGIES FOR REDUCING SEX ROLE STEREOTYPING AND INCREASING AWARENESS OF CAREER OPTIONS

SUGGESTED ACTIVITIES FOR MIDDLE SCHOOL STUDENTS

Several awareness activities were designed and field tested by OPTION staff members. Guidelines are included here for easy replication by interested teachers and counselors. All are simple and relatively cost free with the hope that all district middle schools will initiate such activities.

The first section contains ideas for the classroom. The second section contains helpful hints for planning a career day or night and a work experience program. The third section mentions a few ways in which high school students can be mobilized to work with middle school students for voc-tech recruitment and career awareness.

In addition to the activities described in this chapter, other activities are explained in various chapters of this report and include:

- Opinionnaire on Sex Roles (p. 13)
- Attitude Toward Sex Roles Survey (p. 17)
- Women in the Civil War (p. 91)
- Unit for High School English (p. 92)
- Counseling Support Group (p. 95)
- Many curriculum guidelines are available in the OPTION Resource Center

These ideas are but a sampling of the many approaches possible to reduce bias and increase career awareness. Such activities generally are of high interest to middle school students. Of course, the value of incorporating such activities into the standard program every year in the middle schools cannot be emphasized enough. One of the pilot schools, the Marshall Middle School, has done this in the Humanities curriculum.

One classroom unit, "The Individual in Society" helps students appreciate their uniqueness as people as well as their roots. Another curriculum segment, "Prejudice Unit", helps students understand the negative effects of prejudice and sexism and become more open and equitable in their values and behavior.*

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*For further information on these two units, contact the developers, Pam Toulopoulos and Sharon Cunningham at the Marshall Middle School in Billerica, MA.

CLASSROOM IDEAS FOR MIDDLE SCHOOL STUDENTS

- Awareness of Sex Bias in the Media
- What's My Line?
- Career Choices for Men and Women
- Women's Work
- Humanus
- Field Trips to Local Businesses
- Nontraditional Careers for Men and Women
- Job Hunt
- Male and Female Roles
- Dare to be Different

Project OPTION

Guidelines for Classroom Activity

Title: "Awareness of Sex Bias in the Media"*

Subject: To develop a vehicle for making students aware of sex bias in television commercials.

Grade Level: Targeted grade was 7th, but could also be used for 6th and 8th.

Time Needed: One class period. Approximately 45 minutes.

Staff Needed: One teacher or facilitator.

Materials: Mimeograph paper, access to mimeograph machine, videotape deck, and television set.

Objectives: To explain how the advertising medium routinely portrays women as child-like, unintelligent consumers of various products. The advertising media does not present a real image of American womenhood, but deals in stereotypical notions centered around the idea the women's place is in the home and all intelligent decision making is done by men.

Procedure: A small booklet was put together containing several cartoons of women as they are routinely portrayed by the advertising medium, and a three page narrative explaining how the advertising industry stereotypes women. The package included a 10 minute videotape of sample commercials showing women whose only concern or interest in life was clean laundry.

Conclusions: The last page of the booklet contained a response sheet which asked the students to respond to their reactions to the commercials they watched. The object of the response sheet was to have the students ascertain whether or not women were portrayed realistically or fairly by the media.

Additional items which might be included in the discussion following the viewing of the videotape is the question of how ethical is the advertising that is aimed at children to sell anything from cereals to expensive toys, and an emphasis on the fact that viewers must learn to be very sceptical of what they see advertised on T.V.

*See pages 51-54 for more information on this activity.

Developed by: June B. Bowser, OPTION Staff Member and English Teacher at Shawsheen Tech

Project OPTION

Guidelines for Classroom Activity

Title: "What's My Line?"

Subject: Could be done in any class.

Grade Level: Middle School
50 to 70 students maximum

Time Needed: 40 - 60 Minutes

Staff Needed: One leader (two assistants if videotaping is done), five to seven speakers, i.e. vocational students or working adults in nontraditional fields.

Materials: Blackboard, table, chair, and microphone for guest speakers.

Objectives: To demonstrate to students that being male or female has nothing to do with one's ability to do most jobs.

Procedure: Each guest comes in one at a time and signs their name on the blackboard. Ten students are chosen and each one is allowed to ask the guest one question pertaining to their career area. The teacher monitors the question and answer session. No one may guess the guest's occupation until all questions have been asked. For each new guest ten new students are picked to ask questions. After the guest has revealed his/her profession a brief speech is given on that career area. A question and answer session may follow.

Conclusions: Students are generally surprised to learn that a man or woman can do a job traditionally reserved for the other sex. Such a use of role models can help break down sex stereotyping in career choices.

Developed by: Michael Phelan, OPTION Staff Member and Math Teacher at the Francis Wyman Middle School

Project OPTION

Guidelines for Classroom Activity

Title: "Career Choices for Men and Women: Introduction to Project OPTION"

Subject: Could be done in any subject area

Grade Level: Middle School

Time Needed: 45 Minutes

Staff Needed: One Teacher

Materials: Questionnaire (Appendix B), List of Career Choices (Appendix A), and Filmstrip "The World of Work"

Objectives: To introduce Project OPTION to Team 7A and stimulate discussion about the various concepts being presented. Explain the activities that will be taking place during the two weeks that the program is in operation.

Procedure: Students filled out the questionnaire and career list. Then a brief description of Project OPTION was given to the students by the teachers. There was a question and answer period and then the filmstrip "The World of Work" was shown.

Conclusions: Students seem to understand the concepts that were being presented. They were informed about the activities that were to be held.

Developed by: Anthony Russo, OPTION Staff Member and Counselor at the Marshall Middle School

Project OPTION

Guidelines for Classroom Activity

Title:	"Women's Work"
Subject:	Women in nontraditional roles
Grade Level:	Jr/Sr High School and/or Adults
Time Needed:	30 Minutes for the film 20 Minutes for discussion
Staff Needed:	Person to operate movie projector Discussion leader
Materials:	Women's Work information packet (attached) Film "The Women's Game" - available through the MA Dept. of Education.
Objectives:	To discover the nontraditional jobs for women To become aware of who works and why To realize that men and women are capable of doing the same jobs
Procedure:	1. Teacher reads information pack aloud - some discussion 2. Watch film 3. Discuss film by using the questions at the end of the information pack 4. Fill out an "I learned" statement
Conclusions:	Not enough time to discuss jobs and movie Relate questions more specifically to the film A session for men in nontraditional jobs needed Students did learn a lot, however, as demonstrated by responses to their "I learned statements" attached.

Developed by: Roberta Dixon, OPTION Staff Member, and Resource Teacher at the Marshall Middle School

WORKING WOMEN

A "revolution" is occurring in the pattern of women's lives - a revolution which requires that girls develop a new self image. It used to be that only "old maids" worked and most people felt sorry for them. Now, the picture has really changed. Here are some of the facts:

Over 29 million women - more than 42 percent of all women ages 14 and older work for money.

It is estimated that 9 out of 10 girls will work for pay at some time during their lives.

The average young woman today can expect to spend 20 to 25 years working.

1 out of every 3 workers is a woman . . . almost 3 out of 5 of these women are married.

- In 1920, the average woman worker was single and 28 years old - now the average worker is married and 41 years old.

Women work for the same reasons that men work.

- To earn money for themselves and their families.
- Labor-saving household equipment and prepared foods give people more time to do other things.
- Personal satisfaction or achievement.

This revolution is also influencing the type of jobs that women are choosing. Today the variety of jobs open to women is bigger than ever. Traditionally, women worked in the house, brought up one or more children, worked as secretaries, salespersons, teachers, and nurses. Now, more and more American women are getting into new kinds of work and jobs once considered for "men only".

Women have better opportunities to help society, use their abilities, and to work in jobs that hold their interest and meet their needs. Women can be auto mechanics, construction workers, dentists, doctors, machine operators, judges, lawyers. In addition, when a woman chooses a nontraditional job, she often earns more money than she could with her level of skills in a traditional job for women.

Under the law, anyone who can do the work has an equal chance to get the job. Now we are seeing men in jobs traditionally held by women (telephone operators, secretary) and women in jobs traditionally held by men. Employers may not say that some jobs are for men and others are for women.

Comments from 7th graders on Project OPTION Activities
Marshall Middle School (June, 1978)

Female Students

Section 1

- I learned that women can do anything men can do and probably better too and nothing, no jobs are more dangerous to women than men.
- I learned that a women can do what ever they please in work.
- I learned that women has just as much of physical labor as men do.
- I learned that a women can do any job as long as she really wants to.
- I learned that sometimes men and women are equal.
- I learned that women can do anything they want to and males don't agree.
- I learned that men and women are capable to do most any job.
- I learned that girls can do as much as men.
- I knew what I learned.
- I learned what I already knew.
- I learned that women can do anything that men can do and some can do it better.

Section 2

none

Section 3

- I learned about all of the different kinds of jobs men and women can do. I enjoyed the film.
- We are as bad as men are.
- I learned that men will help women and not just watch and stare at her.
- For boys to let girls do boys jobs.
- I learned that women may and can do the jobs men could, But also get help from the men in doing so.
- I learned that women can do what they want. If they are capable of it.
- I learned that women can be equal to men and do mens jobs and that they have the ability.
- I learned that women are equal to men. And can get any job they want to, if they work for it.
- I learned that women are equal to men.
- Girls can do anything boys can do, maybe even better.
- I've learned that boys should let girls do what jobs they are capable enough to do.
- I learned from the filmstrip that women do have men jobs and are capable of handling them. I am surprized the jobs some of them do.
- I learned that a women can be or do anything they please. We all should work together, not against each other.

Section 4

- That women can do just as much as men and they can work the same jobs. Women have a hard job getting the hard jobs.
- I learned that women can do the same thing as boys.
- I learned that women and men can do the same things, men can do it better sometimes.
- I learned that women can do the job of a man and not hurt like men say they would.
- I learned that the women and men should have equal rights and money and jobs.
- I learned that there are more jobs for women.

- I learned about the opportunity of women and that they can be as useful as men and can do certain jobs.
- I learned that women can just about do the same jobs men can do.
- I learned that you can do anything you want and get a job if you have all of the schooling education unless a male is the boss.
- I learned men should treat us equal (even though they might be stronger).
- I learned that women are just as capable of doing physical, mental or any other kind of job as any man is.
- I learned that women can do anything a man can do. They or women are just as qualified for any job as a man be, whether the job be masculine or femine.
- I learned that a women can do just as many jobs as a man and she can do them just as well if not better.
- I learned that women and men should work together. If the women wants to and the man should accept that.
- I learned that a women can really do any job that a man can and just as well.
- I learned women are just as good as men at mostly any job.
- I learned about the wide variety of jobs women can have.

Male Students

Section 1

- I learned that women can do the same as men do.
- I learned that women should do the same work as us and get the same pay.
- That some women can do the same jobs as men, they have the same strength as some men.
- How to react when a women wants a men's job.
- I learned women can do some jobs they never could do before.
- I learned that women think they have equal rights.
- Very few women can do jobs men can.
- I learned that women learn things that men do and they can do some things men can.
- I learned nothing.
- I learned that women can do mens jobs as well as we can (almost).
- I learned about self-respect and that women are equal to men.
- I learned that some women can do the same jobs just as well as men.
- I learned that women can do some of the jobs men do.
- I learned that women can do some other jobs.
- I learned that women care capable of doing many jobs.
- I learned that men and women can work together but women should stay home.
- I learned that women can do the same jobs that men can.

Section 2

- I learned that some women can do some men jobs.
- I learned that women should same job for the same qualification. You shouldn't judge by male or female.
- I learned that men and women can do the same things.

Section 3

- I learned that women are able to do the jobs men are.
- I learned that women can do a lot of the jobs men can do.
- For the most part, men and women are equal.
- Girls can do things men can do but not all!!

- I learned that girls are capable of doing a mans job such as a truck driver and a man can do what a girl can do like cook.
- Not to tease women for the work they do.
- That females can do some of the same jobs as males.
- I learned that women are weak and they can't do heavy lifting.
- I learned that girls can do most things.
- I learned that women are equal to men. They can be engineers and men can be secretaries.
- I learned that women can do jobs as equal as men.
- I learned that girls can do anything as good as boys.
- The Women's Lib is a hunk of junk.

Section 4

- I learned that women can do most things man can do.
- I learned that this is more on prejudice and that they're half equal.
- I learned that men help women in their jobs and don't mind it.
- I learned that women can do most jobs men can do.
- I learned to give women equal rights in jobs.
- I learned that women can do just the same as men physically.
- I learned that women can do most jobs that men can do.
- I learned that women can drive trucks.
- I learned today that women should do the same jobs as the men.
- I learned nothing.
- I learned that women can do anything they want if they are capable.

No Sex Indicated

Section 1

- I learned how boys can be prejudice against girls.

Section 2

- I learned that women can do just as much as men.
- I learned women can do anything men can.
- I learned that a women can do any job they can if they have the ability and if you like it and really want to.
- I learned that women can and will be able to take jobs no matter what the job or who she's working for.
- I learned that women can do that same things as men if they want to as long as they have the right things for the jobs.
- I learned that women can do anything that men can do and just as good.
- I learned about how society is changing about men and women's roles.
- I learned that us girls can do almost the same as men because we can drive trucks and can be an auto mechanic.
- I learned that women can do the same things that men can do.
- I learned that women can do anything or job they want even if its hard.
- I learned that men are not so strong because in the movie women were doing heavy work.
- I have learned that girls can do the things that men can do.
- I learned that women can do mens jobs just as good as men.
- I learned that women can do man's jobs.

— I learned that some women can do the same jobs as men.
— I learned that women can do the same as men (almost).
— I learned that women can drive a truck.
— I learned that women can do harder jobs than men.
— I learned people are equal and can do all jobs.
— I learned that women can do what men can do.
— I learned that women can do hard work.
— I learned that men and women can work together.
— I learned that men and women can be equal.
— I learned nothing.

Section 3

— That women can do men's work.
— I learned that women can do some jobs.

Section 4

— I learned that a woman can do anything she wants to do.

Project OPTION

Guidelines for Classroom Activity

Title: "Humanus"

Subject: Social Studies

Grade Level: 7th to 12th graders

Time Needed: One period (40 to 60 minutes)

Staff Needed: One Teacher & Assistant

Materials: Tape recorder, tape "Humanus", and blackboard

Objectives: To help students understand the contributions both sexes can make toward achieving a just government representative of both men and women.

Procedure: Divide students into three groups of ten. Make one group all girls, one all boys and one evenly balanced. Begin by playing a tape which has been recorded as follows: "Humanus is a computer that has just reported the end of the world. It says it will support your life and you can pick ten additional items to make life more meaningful. What do you pick?"

List on the board the things each group would claim necessary for survival. Have the rest of the class choose which government is the best.

Conclusions: Male groups generally select "male" things, such as sports. Female groups generally pick "female" things, such as stuffed animals etc. The mixed group will (hopefully) pick essential items for survival.

Developed by: Gene Hailson, OPTION Staff Member and Photography Teacher at Shawsheen Tech

Project OPTION

Guidelines for Classroom Activity

Title: Field Trips to Local Businesses

Subject: Could be done in any subject area.

Grade Level: Middle School

Time Needed: School Day

Staff Needed: One teacher per small group.

Materials: Bus Transportation

Objectives: To expose students to the operation of various local industries.

Procedures: The students were placed in small groups and assigned to a specific teacher. Busses took them to the following industries: The Lowell Sun, St. John's Hospital, Joan Fabrics, and Radio Station.

Conclusions: The students learned a great deal, and enjoyed learning about industries they had never seen before.

Developed by: Anthony Russo, OPTION Staff Member and Counselor at the Marshall Middle School

Project OPTION

Guidelines for Classroom Activity

Title:	"Nontraditional Careers for Men and Women"
Subject:	Could be done in any subject area
Grade Level:	Middle School
Time Needed:	45 Minutes
Staff Needed:	One Teacher
Materials:	Guest Speakers
Objectives:	To present to students people who have nontraditional careers.
Procedure:	Three speakers talked to the students about their careers. A nurse described how he became one and what his career is like. A man from IBM then talked to the students about what is happening in industry concerning the hiring of men and women in nontraditional careers. The last speaker was an engineer who described her career and what it is like to be a woman and an engineer.
Conclusions:	The program went very well although the man from IBM and the nurse were very brief in their remarks. Speakers need to be instructed on what to include in their talks. It is a good idea to ask them to bring with them "tools" of their trade to use for demonstration purposes.

Developed by: Anthony Russo, OPTION Staff Member and Counselor at the Marshall Middle School

Project OPTION

Guidelines for Classroom Activity

Title:	"Job Hunt"
Subject:	Social Studies or Humanities class.
Grade Level:	Middle School
Time Needed:	45 Minutes
Staff Needed:	One Teacher
Materials:	Newspapers - Want Ad Section
Objectives:	To help students identify jobs that they would be interested in, the abilities required and the nature of the job as it pertains to males or females.
Procedure:	Have students list jobs they are interested in. Ask them to determine whether they think it is for a woman or man and why. Explore reasons for choices and how realistic those choices are. Refer to ads in the newspaper and their classification, i.e. skilled, unskilled, professional and paraprofessional. Training required and possible career stages were explored.
Conclusions:	The class is designed to provide a values clarification exercise that the students can use to judge their interest, aptitude and ability to work in the field that they choose.

Developed by: Jack Viveiros, OPTION Staff Member and Social Studies Teacher at Shawsheen Tech

Project OPTION

Guidelines for Classroom Activity

Title: "Male and Female Roles"

Subject: Humanities

Grade Level: Middle School

Time Needed: 45 Minutes

Staff Needed: One teacher, two male students and two female students.

Materials: Two desks and two chairs.

Objectives: To acquaint students with the process of acquiring social roles or life scripts.

Procedure: Have male students play the female roles of daughters, students, mothers and workers. Ask female students to act out male roles as sons, students, fathers and workers. Point out the role differences and dialogue differences. Have class discuss whether they feel the portrayals are accurate.

Conclusions: Help students realize that social pressures affect their role behaviors. Point out role expectations that come from parents and society. Discuss what it means to be an individual.

Developed by: Jack Viveiros, OPTION Staff Member and Social Studies Teacher at Shawsheen Tech

Project OPTION

Guidelines for Classroom Activity

Title:	"Dare to be Different"
Subject:	Could be done in any subject area.
Grade Level:	Middle School
Time Needed:	45 to 60 Minutes.
Staff Needed:	One Teacher
Materials:	Videotape, "Dare to be Different", available through the OPTION Resource Center at Shawsheen Tech. Discussion guidelines attached.
Objectives:	To expose middle school students to high school students who have made nontraditional vocational choices in order to encourage them to think of all opportunities open to them.
Procedure:	Explain the objectives to the students. They will hear students talk about why they decided to choose machine shop, carpentry, diesel mechanics and electronics. Show the videotape. Discussion about career decisions and the many opportunities for men and women today should follow at the end.
Conclusions:	This program should be shown to seventh or eighth graders prior to their making decisions about attending the vocational school or the comprehensive high school.

Developed by: Maureen Lynch, Project OPTION Director

DARE TO BE DIFFERENT

DESCRIPTION: "Dare to be Different" is a videotape produced at Shawsheen Tech as part of Project OPTION, a Title II (P.L. 94-482) project aimed at reducing sex stereotyping in vocational education and career decision making.

The tape begins with a brief introduction concerning the importance of choosing a career which matches one's interests and abilities regardless of one's gender. Then a panel discussion follows. The panel is composed of four girls who have chosen nontraditional shops at Shawsheen, including: Carpentry, Diesel Mechanics, Electronics and Machine Shop. The interviewer is also a Shawsheen student who is in the Electronics program. The students discuss what it is like to be one of the few (or the only) girl in their shops and the reasons why they selected their particular trade area.

TIME: Thirty-five minutes.

SUGGESTED AUDIENCES:

Middle school students who are in the process of preparing to make career-related decisions.
Parents of middle school students.
Business, labor and industry representatives who might be encouraged to employ students in nontraditional jobs.
Industrial arts and shop teachers.
Guidance counselors, especially in the middle schools.
Vocational program administrators.

FOLLOW UP ACTIVITIES: Discussion questions following the videotape might include:

How can you encourage young people to consider all career options open to them?

Is career awareness and decision making a systematic well-developed part of the middle school curriculum?

What are some of the myths about women in the labor force today?

What are the facts?

How can peer pressure be dealt with?

Do teachers and parents really have that much influence on student's career choices?

What can administraters do?

How can employers help break down the barriers of stereotyping?

What laws prohibit sex stereotyping and discrimination?

LOAN PROCESS: Arrangements to borrow the videotape may be made by contacting; John McDermott, Area Coordinator, Shawsheen Tech, 100 Cook Street, Billerica, MA 01866 (617) 667-2111 x 48.

REPORT ON CAREER DAY AT THE MARSHALL MIDDLE SCHOOL

(Submitted by Anthony Russo, OPTION Staff Member and Counselor at the Marshall Middle School)

Career Days have become a common event in the high schools and have been useful in helping the students to understand the world of work better. However, it has been discovered that eighth grade students are being asked to make critical decisions about their futures as they leave the middle school and go on to high school. Many schools have begun to develop a career education program in the middle schools. Career days have been successful at this level.

A Career Day was held for eighth graders at the Marshall Middle School in Billerica, MA, November 9, 1978. The purpose of the program was to expose the students to as many careers as possible and to get them to think about a career in nontraditional ways. They were shown by meeting a variety of professionals, including; lawyers, doctors, and news reporters, that a person can pursue a career regardless of the fact that one is a man or a woman. Women, as well as men, are taking careers that, in the past, have been traditionally reserved for only one of the sexes.

Preliminary Activities

A good Career Day requires a great deal of advanced planning. All sorts of details must be worked out so that the day runs smoothly. I found that ironing out the small problems early eliminated them on the day the event was to take place.

The first step was to send a letter home to all the parents in September announcing what was going to happen and to ask them if they would like to take part in the program. Then we began to contact people who had been involved in other career days in Billerica and nearby towns. Forms were sent to these people and they were contacted by phone to see if they would consider being involved with the career day. I received no feedback from the parents in the community as a result of the mailing. The most response was from individuals that we contacted by phone. When we completed the list of people who were going to take part in the program, forms were sent out explaining the detailed plan of the day and directions to the school. Speakers were given a list of topics to include in their presentation, including:

- Job description
- Preparation necessary
- Personality characteristics necessary
- Skills or functions
- Possible demonstration
- Availability of openings
- Salary range
- Advancement possibilities
- Attitudes about job
- Stereotypical notions about this occupation
- Advantages and disadvantages
- Moral and ethical questions
- Other occupations you rely upon

The confirmation of speakers took several weeks, but by mid-October we had enough people to actually begin to schedule the day.

Scheduling

After the list had been completed, the next step was to schedule the eighth grade students for the careers of their choice. A form was made and filled out during homeroom period. The students selected three careers that they were interested in. All the forms were collected and the Guidance Department began to schedule the students to the careers they had chosen. Students were given their first choices and then given careers that they know nothing about. This part of the program took a great deal of time, but it was necessary because it helped to make the events run smoothly.

When the scheduling was completed and we were certain about who was coming, telephone calls were made to the people who were going to attend the career day. This was done a few days before the event to make sure they were still coming.

Student Preparation and Participation

The program was explained to the students during homeroom several days before it was to take place. Therefore, it would be clear as to what would be happening. Signs were made by the Art Department and placed outside the classrooms where each of the lectures would take place. The seventh grade Student Council members helped to put up the signs and acted as tour guides and assistants to the visitors while they were there.

Program and Presentation

People began arriving around eight o'clock in the Guidance Office. They were assigned a room and a student guide to assist them if they needed any help. While the speakers were arriving, the teachers handed out the schedule to each of the students.

At 8:30 p.m., the students filed into the auditorium to listen to guest speakers. I made some opening remarks about the program and what would be taking place. Ms. Maureen Lynch, Project OPTION Director, then spoke to the students about new and emerging careers, increasing opportunities and the importance of careful career decision-making and life planning. The keynote speaker, Mr. David Nutall, Asst. Superintendent, Billerica Public Schools, told the students about how they should use the information that they were receiving that day to make career choices in the future.

The students were then sent to their first lecture. At the end of the first half hour, each student filled out an evaluation form. They then moved on to the second lecture. The day terminated after the last lecture with the students going to class and the speakers coming to the Guidance Office for coffee and donuts.

Evaluation

The program ran very smoothly and everyone seemed to enjoy what was going on. One of the major reasons the program went so well was the scheduling that was done beforehand. Students knew exactly where they were to go and the program ran without any problem. One of the things I would do differently is to add more guest speakers.

Two of the speakers did not show up, but one of the parents who was contacted, filled in very nicely. One suggestion that I would make would be to have backup speakers so that is someone didn't show up, their spot could be filled.

As I look back, I feel strongly that Career Days are worth the effort. They really help the students understand the world of work better.

COMMENTS ON CAREER NIGHT AT THE FRANCIS WYMAN MIDDLE SCHOOL

(Submitted by Michael R. Phelan, Project OPTION Staff Member and Math Teacher at the Frances Wyman Middle School)

The program ran on November 8, 1978 from 7:00 to 9:00 p.m. The response from students was excellent with more than 200 seventh and eighth graders signing up and 95 percent of them showing up that evening. Most students were accompanied by one or both parents.

The entire night ran very smoothly and all speakers and students had an excellent and informative time. The highlight of the evening was a 45 minute talk by WBZ sports announcer, Jimmy Myers who delighted all who listened.

A review of the evaluation forms showed that both parents and students were very impressed with the night's activities. Suggestions for contacting speakers, scheduling and evaluation are included here:

Contacting Speakers

The most time consuming part of the project will be deciding on career areas and contacting qualified speakers. A man and woman should be solicited to speak together in every career area.

- *Six months before:* Research current labor statistics for job opening and employment outlook in your local area and the country at large.
- *Ten weeks in advance:* Decide what fields would be of most interest to students at your school. Tie in with jobs in demand.
- *Eight weeks in advance:* Get commitments from qualified speakers (2) in each area.
- *Four weeks in advance:* Send speakers all necessary information (directions, time schedules, workshop outlines, room numbers, etc.)
- *One week in advance:* Reconfirm date with all speakers.
- *Half-hour before activities begin:* Have all speakers on location.
- *The following day:* Send thank you letters to all speakers.

Topic Scheduling:

Time spent in this area will have much to do with the success or failure of your career night or day. A general process is listed below:

- *Ten weeks in advance:* Choose date and time
- *Four weeks in advance:* Assign each speaker a location
- *Four weeks in advance:* Career choice list should be given to all students and collected within three days.
- *Three weeks in advance:* Schedule each speaker for half-hour time blocks.

- *One week in advance:* Each student should be given a copy of their schedule and a duplicate should be kept on file.

- *Half-hour before activities start:* All speakers should be checked in.

- *Upon arrival:* All students should be checked to make sure they have a copy of their schedule with them.

Guest Speaker

In order to raise the level of interest and attendance it may be beneficial to invite some type of guest speaker. Suggestions include:

- Someone who is a public figure and well-known, (T.V., Sports, Politics, etc.)

- Have guest speaker at the end of the program to encourage participants to stay.

Evaluation

A tool is needed to measure the success of the activity, therefore, some type of evaluation form should be given out to students and parents.

OVERVIEW OF PROJECT OPTION ACTIVITIES AT THE FRANCIS WYMAN MIDDLE SCHOOL

(Submitted by June Bowser, OPTION Staff Member and English Teacher at Shawsheen Tech)

OPTION (Opening People to Increasing Opportunities Now) is a program funded by the Massachusetts Department of Occupational Education which has the objectives of reducing sex bias and promoting career awareness especially in the area of nontraditional job roles. The people specifically targeted in the project were the 7th and 8th graders of two middle schools in two different small suburban towns. There were part-time persons involved in carrying out this particular phase of Project OPTION, and we wanted to make career awareness as real as possible for the students. For this reason, we divided our project into major portions: (1) classroom awareness, (2) career night, (3) a day on the job.

Part 1: Classroom Awareness

In order to minimize sex bias you first have to make sure that your students know what it is. We made up a list of thirty occupations and asked students to check those which could be done only by men, only by women, and which could be done by both men and women. All of the occupations listed could be filled by both male and female workers. The next step was to ask students to tell us why they checked some occupations as "male only," or "female only" and to explain why they had done that. By pointing out the wide variety of abilities common to both sexes, it was possible to see that given the appropriate training and motivation, women could perform the same jobs as men. This exercise required one class period of approximately 45 minutes.

The next exercise in classroom awareness was to look at the ways in which women are stereotyped in the television advertising media. We put together a four page booklet with cartoon illustrations which explained what we mean by stereotyping and described how women are pictured in T.V. ads as being not too bright, never being the voice of authority, and usually never having anything important to do. This was followed by a ten minute video-tape of some of the worst stereotypical commercials on T.V. After viewing the tape, students were given a question sheet and asked: Did any of the women shown seem to have important jobs? Who always knew more about the product, a man or a woman? Are these women like any you know in real life? Which person in the ads did you respect, the man or the woman? What are your personal feelings about the women you saw in the T.V. ads? The students were then asked to share their answers and comments with the class. This exercise was also done in one class period.

The last exercise was, "What's My Line?" This was done with three classes together in the cafeteria. We invited a lawyer who is a woman, a cosmetologist who is a man, and a dentist who is a woman as our guests. The students had to ask questions of the guests to determine their occupations. After guessing correctly students were invited to ask questions of the guests about their education, training and experiences.

Part II: Career Night

The preparations for Career Night, which was held in the late fall, were begun in the summer. From the Shawsheen Tech Placement Counselor we were given a list of industries which had affirmative action policies and/or which had been cooperative in dealing with education in the past. A letter was sent to the president of each company explaining the objectives of Project OPTION, and the fact that we were planning a Career Night. The letters were followed up by phone calls a week or two later. Of the twenty companies originally contacted about ten responded positively. There were many delays experienced with personnel on vacation, and executives passing on the responsibility to lower executives, etc. However, there did seem to be more definite results obtained when the chief executive of a company backed the project and directed subordinates to carry it out.

In October we also sent letters to parents via the children asking them if they would like to speak on behalf of their company or occupation at Career Night. We had about five parents who volunteered. Additionally, the teachers on Project OPTION contacted friends who were involved in interesting or unusual occupations to be speakers. By the first of November we had thirty speakers lined up for Career Night. We included many nontraditional job categories and included minority professionals. Two weeks before we sent letters home to parents inviting them to attend the event with their children. We listed the various occupations represented and asked students to list their first, second, and third choices for speakers. We tried to give each student two of the three choices, but purposely selected the third as a nontraditional job occupation. For example, a boy whose third choice might have been the building trades was placed in the health care field.

Each session was thirty minutes long and each student heard three speakers. The speakers were specifically asked to bring with them the "tools" of the trade and any visuals that would make their occupation more of a reality to middle school students. As a drawing card to encourage students and parents to attend, we contacted a local T.V. station and asked a prominent sportscaster to be our special guest. He agreed to attend and talked about his experiences and shared anecdotes about the broadcasting field at an assembly which ended the program. The Career Night was very well attended and most students arrived with one or both parents.

Part III: A Day on the Job

The students had been told previously that only those who attended Career Night would be eligible to be chosen to participate in the next phase of the program which would be to spend a day on the job. We had long before questioned the validity of field trips where large numbers of students walked rapidly through industries and saw only the most eye-catching aspects of the world of work. What we were looking for was a more intense experience where there could be exchange of attitudes and information between students and worker. Our goal was to place twenty students from each school in a job situation for one entire school day roughly from 8:30 am to 2:30 pm. To arrange this we again contacted those companies and individuals with whom we worked to set up Career Night. We told them in a letter, followed by a phone call, what we wanted to do and asked if they would cooperate. What we had in mind was for each company to assign two employees, one to a male, and one to a female student and allow the students to shadow the person on the job for the day. We assured the companies involved that students would be selected for their overall maturity and good conduct and for having expressed an interest in the company and its products. They were sent in advance copies of parental permission slips and liability disclaimer and copies of an interview sheet that each student would do with the assigned worker. In addition, each student was given an evaluation form to be completed at the end of the visit to be used as a guide in explaining to their classmates what a day on the job was really like. (attached)

Each company we found, handled the visit differently. Some went out of their way to have special exhibits and materials set up; some assigned them to one worker – others had them go to three or four departments during the day. One company put them on an assembly line for the morning and taught them to solder and then assigned them to a supervisor and finally a company executive. At a major health care facility they were taken through each phase of the testing and laboratory facilities. We also had the cooperation of the local police, fire and D.P.W. who took students for the day. For the most part, the students were responsible for providing their own transportation. In one instance, the School Department did end up sending the students to the work site in a cab.

Originally, we had thought that all the students should go out on the same day. It didn't quite work out that way because we had to send them when the companies could take them. It really is too confusing to coordinate all the work site visits on one day. We found Thursday and Friday of two consecutive weeks the best way to divide up the group.

The students were most impressed, they said, by how nice everyone was to them, and how much time people spent with them explaining everything. They greatly appreciated the fact that the companies really and truly let them do things!

STUDENT OBSERVATIONS DURING THE TRIP*

NAME ______________________________

The purpose of this trip is to help you learn as much as possible about the jobs that you are going to see and hear about. Therefore, we suggest that you notice the surroundings, ask questions, and take notes.

1. List as many jobs as you can see that seem to be going on at this job site.

2. Describe the people you see (sex, age, dress, etc.)

3. Describe one place or job here that you think might be fun or interesting to do and explain why.

4. What kind of working environment do you see here? Would it be pleasant to work here? Describe your impressions.

5. Do you see anything that you would not have expected to find here?

6. What did you like best about your visit here?

7. What did you like least about your visit here?

8. How much knowledge have you gained about this career area?

9. How much progress have you made in developing your ability to make a wise career choice?

10. Other comments? Suggestions?

*Source: Project WITS (Work in Technology and Science), at the Massachusetts Institute of Technology.

Involving Voc-Tech Students in the Recruitment Effort

Middle school students are more apt to listen to a high school student talk about his or her school than they are to listen to an adult. Boys in traditionally female shops and girls in traditionally male shops can serve as effective role models. Shawsheen has used this strategy in their recruitment efforts. Voc-Tech students are involved in the following ways:

SMALL GROUP DISCUSSION LEADERS

After a brief session with a Shawsheen counselor (see Phase II format attached) students in non-traditional shops representing the eight clusters are scheduled to speak with all middle school students in a small group format. A prep session with small group leaders is important prior to the middle school meetings to review expectations (see Phase II guidelines attached). These small group meetings are held one to two weeks after the general, Phase I, Shawsheen Tech recruitment presentation which involves a counselor showing the slide presentation to all 8th graders in all district middle/junior high schools. The small group format gives middle school students a chance to get more information about specific shop programs first-hand from students in the program. A relaxed open discussion is encouraged.

TOURS OF SHAWSHEEN TECH

All students planning to apply to Shawsheen Tech are scheduled to tour the school. Many shop teachers are asking students to give a brief talk to small groups as they rotate through the shop.

OPEN HOUSE FOR PARENTS

Besides having students as tour guides and shop presenters, special programs can be arranged for parents during the annual open house. OPTION presented a panel discussion on nontraditional careers and is described fully in pp. 108-110 of this report.

FORMAT FOR PHASE II OF THE RECRUITMENT PROCESS
(SMALL GROUP DISCUSSIONS WITH SHAWSHEEN STUDENTS)

Shawsheen Counselor's Presentation:

1. Overview of the application process
2. Explanation of applicant form (use of transparencies on an overhead is helpful)
3. Describe each shop briefly
4. Dates of further admissions events
5. Explain small group format to follow

Divide 8th Graders into Small Groups with Shawsheen Students Leading Each Group:

1. General questions about Shawsheen, i.e. schedules, courses, activities, etc.
2. Specific information on shops
   - one Shawsheen student from each cluster will be present
   - Shawsheen students will rotate so that each group will hear about each cluster, i.e. eight (8) small groups
3. Stress that all shops are open to boys and girls

Wrap-Up - Additional Questions & Answers

Mention support group for those who wish to enter nontraditional shop areas.

GUIDELINES FOR SHAWSHEEN STUDENTS SERVING AS SMALL GROUP LEADERS DURING PHASE II OF RECRUITMENT PROCESS

Be prepared to answer the following questions and lead discussion on:

- General Information:

  How is the school run, i.e. classes and shop, alternate weeeks, no studies, length of school day, etc.
  Can you pick your academic classes (electives)?
  How do you get into certain shops?
  Can you explain the exploratory process?
  Do you have band, chorus, athletics, clubs, etc?
  What kind of discipline is there?
  What is the Phys. Ed. program like?
  Do you have to take pool?
  What is the school lunch like?
  Can you go to college after Shawsheen?

- Cluster and Shop Information

  Trying hard in exploratory is very important.
  Describe a typical day in shop.
  Describe sample projects you do.
  Describe the cluster and each shop in it briefly.
  Emphasize there is no such things as "boys" or "girls" shops.
  What skills are necessary to do well in each shop.
  Mention possible jobs in each area.
  Tell them where they can get more information on this field.

INSERVICE TEACHER TRAINING MODELS

It is important for school systems to keep teachers abreast of educational and social issues. As the Massachusetts Board of Education says in its *Policy Statement on the Commonwealth Inservice Institute:*

> State and federal regulations have added to the demands placed on educators. Retraining is necessary for full compliance. Inservice education can be an effective force for change. (pp. 1 -2)

Three major strategies for teacher training were developed by Project OPTION staff, including:

- A four-hour training series.
- After-school workshops.
- A thirty-hour summer course.

Each will be presented here in detail. Utilization of the workshop designs and materials is encouraged.

Four-Hour Training Series

Two workshops were conducted for teachers and administrators who were members of the Billerica Title IX/Chapter 622 Self-evaluation Task Force. A description of the complete training series is included in this report in the "Strategies for Administrators" section.

After-School Workshops

Teachers in the pilot towns were offered 1 or 1 ½ inservice credits free of charge for taking a one-week staff development workshop held after school hours. Originally, workshops were to be held at each of the pilot middle schools in January. Notices were sent to all teachers in each school. Very few teachers signed up, however, so the workshops were cancelled. The time of year, January, was deemed a poor choice due to people's constraints following the holiday season.

We decided to offer the workshop again in March. This time notices were sent to the pilot town superintendents, Title IX Coordinators, principals and teachers in all school levels. We were able to attract twelve teachers from Billerica. A report written by the OPTION staff instructor follows on pp. 58-64.

Summer Course

Arrangements were made with the Merrimack Education Center (MEC) to offer a course during their summer session. Three credits from either MEC or Fitchburg State College were made available to participants. The course was advertised in MEC's course announcements, local papers, and Shawsheen faculty bulletins. In addition, letters were sent to all district superintendents asking them to encourage their staff to sign up for the course.

Eighteen teachers enrolled in the course, fifteen from Shawsheen Tech and three from towns outside the district. We had hoped teachers from within the district would sign up. We can only guess at why this did not happen. Perhaps the credit incentive was not sufficient to attract teachers. Many might have had summer jobs. We have no real way of knowing why this happened. We can better judge why Shawsheen teachers did sign up. The course was offered at Shawsheen Tech and most of the teachers in the course were involved in teaching summer school there so it was a convenient location for them. The teachers enrolled in programs at Fitchburg State College were able to secure credit for the course toward their degrees, both graduate and undergraduate. Finally, the course instructor was a colleague at Shawsheen Tech and had conducted other faculty workshops in the past.

A complete copy of the course outline, goals and objectives, reading material, references, and evaluation results are included. (pp. 65-82) Samples of curriculum reviews and action plans to reduce stereotyping, required of all class participants, are also included. (pp. 83-94)

STAFF DEVELOPMENT WORKSHOPS

(Submitted by Jack Viveiros, Project OPTION Staff Member and Social Studies Teacher at Shawsheen Tech)

Overview

Project OPTION offered a one week staff development course beginning March 5, 1979 to district high school and elementary teachers. The course met every day for three hours each day. Twelve teachers earned 1 or 1½ credits for completion of the course.

Included with this report are student comments evaluating the course. As teacher of the course, I found the class to be industrious and interested in the topic. The group techniques used were very effective and class rapport was excellent for a class meeting for such a short time span. The materials from the OPTION Resource Room were utilized and students benefited from the assigned review of materials.

There is a need, however, to expand the time allowed for such a course. Experts are also needed to explain the laws pertaining to discrimination in a more in-depth manner.

Since the course ended I have been contacted by some of the teachers who have requested more information for presentation in their respective schools.

In conclusion, I have attached a course journal which will explain some developmental activities used in teaching the course.

Goals and Objectives

- To help the teacher understand the nature of sex bias. This includes both personal and societal.
- To acquaint the teacher with existing laws regarding sex descrimination.
- To familiarize the teacher with strategies that can be employed in their respective classrooms.
- To offer assistance in locating and using appropriate visual and written resources for classroom use.
- To support positively constructive attitudinal changes toward the issues of sex bias.
- To help foster professional communication and interdisciplinary approaches to to teaching and preventing cases of sex bias and discrimination.

Topic Outline

Definition of Terms:
- Bias
- Prejudice
- Discrimination
- Stereotyping

Laws Pertaining to Sex Discrimination

Teaching Methodologies
- Awareness
  - Androgyny Survey
  - Attitudes Toward Sex Roles Survey
  - Development of Staff Survey
- Classroom Checks
  - Stereotyping
  - Biased Language
  - Omissions
  - Perspectives
  - Textbook Analysis
  - Assignment Discrimination
  - Creating a Non-sexist Atmosphere
- Classroom Activities
  - Simulations
  - Use of Nonsexist Words
  - Interdisciplinary Approaches
- Personal Growth Issues
  - Failure Orientation
  - Success Avoidance
  - Conflict Avoidance
  - Approval Needs
  - Competition
  - Manipulation
  - Role Development

Resources
- Audio-Visual Materials
- Print Materials
- Agencies & People

Evaluation of the Workshop

Course Journal

Monday, March 5, 1979

Each student was asked to recall an incident in which she felt that she was a victim of discrimination. The experiences were collected and analyzed. Role playing was also used to help demonstrate bias, prejudice and discrimination.

Tuesday, March 6, 1979

The students were asked to complete an androgyny survey (form attached), a value clarification exercise that measures the strength of socially accepted male and female role values. Based on this model, students were asked to develop androgyny type surveys useful to their students' grade level.

Wednesday, March 7, 1979

Students were asked to develop a classroom check list that could be used in identifying areas of sex bias.

Thursday, March 8, 1979

Students viewed a film presentation on modern sex roles for women and a film called "Men's Lives" which looked at the traditional male role. They were asked to critique and compare both presentations.

Friday, March 9, 1979

Personal behavior problems were examined in this class. The issues of:

failure orientation
success avoidance
conflict avoidance
approval needs
competition
manipulation

were listed and defined. Students were asked for examples of each kind of behavior.

The final part of the class was a tour of the OPTION Resource Center where the students could examine materials that might be helpful to them.

ANDROGYNY SURVEY

1. Usually Not 3. Quite Often
2. Occasionally 4. Almost Always

A.	AGRESSIVE	1	2	3	4
B.	AMBITIOUS	1	2	3	4
C.	ASSERTIVE	1	2	3	4
D.	ATHLETIC	1	2	3	4
E.	COMPETITIVE	1	2	3	4
F.	DOMINANT	1	2	3	4
G.	FORCEFUL	1	2	3	4
H.	INDEPENDENT	1	2	3	4
I.	SELF-RELIANT	1	2	3	4
J.	WILLING TO TAKE A STAND	1	2	3	4

TOTAL: ______________________

1. Usually Not 3. Quite Often
2. Occasionally 4. Almost Always

A.	AFFECTIONATE	1	2	3	4
B.	COMPASSIONATE	1	2	3	4
C.	GENTLE	1	2	3	4
D.	LOVING TOWARD CHILDREN	1	2	3	4
E.	LOYAL	1	2	3	4
F.	SENSITIVE TO OTHERS	1	2	3	4
G.	SYMPATHETIC	1	2	3	4
H.	TENDER	1	2	3	4
I.	UNDERSTANDING	1	2	3	4
J.	WARM	1	2	3	4

TOTAL: ______________________

Evaluation:

What would you see as the most useful follow-up to these workshops?

Development of specific guidelines for keeping your class as bias-free as possible.

To make my own contacts especially my children at home and in school aware of the bias.

Not only be aware, but put into practice and promote non-biased attitudes.

Assessment of extent of sex bias in own individual building.

Future assessment at a later date to see if members of class followed up with assessment at own building.

As far as education, I would try to create a non-sexist environment in my class via media, language and roles.

Another meeting perhaps next year or 6 months later to see if we have changed or effected change.

More workshops.

Be watchful for any infringements of the Title IX/Chapter 622 regulations.

In terms of what was presented, are there any additional topics which you would like to see in a future workshop?

Dealing with our "new consequences" as women. Child rearing in a non-sexist environment.

Yes, I would like to explore the male view point of the changes taking place and what he feels the outcome will be in terms of his own life.

Possible analysis of Chapter 622 in relation to education.

Methods of presenting an overview of law to classroom teachers — clues on implementation and understanding of their own attitudes.

Further explanation of laws as well as further discussion of materials available.

More activities to use to help eliminate sex bias or at least make a start at elementary age.

How to do role playing with elementary kids. How to get discussions going with small ones — other ways of raising their consciousness".

As an elementary oriented person I would like even more material to relate to the youngsters who come in so biased.

I would like to meet and listen to other young adults who made career choices that do not fit the traditional patterns.

More workshops that would include younger age groups.

I felt a week's workshop touched briefly on all areas. I would be interested in a longer course to study the subject in depth.

What was the least helpful part of the workshop for you and why?

I feel that all matter discussed was at least helpful. While on one hand, if the information didn't answer my questions, it did at least open a new door.

Handouts on laws which I felt most of us were to some extent already aware of and didn't seem to need more explanation.

Slide presentation while done well, helped me least. Although enjoyable, I gained more from discussion.

Learning the laws pertaining to sex discrimination. I have never needed, nor hopefully will need, these laws which all basically state the Civil Rights Act of 1964.

Portions dealing with the laws.
If needed, would need a lawyer so really don't need to know Chapter and verse.

The lectures tried to cram too many sociological principles and concepts into the limited time allowed - while important in the longrun, for a short course, I think it would be better to skip that whole thing.

Lack of balanced sex participation - 12 females giving input opposed to 1 male who so happened to be the instructor. If the males feel they don't need it, to me, it means they do.

Most of this was geared to upper classes. My interest is more in the elementary level.

I found all aspects of the subject equally interesting. I had not studied the Chapter 622/Title IX materials before and some aspects were a revelation.

What was the most helpful part of the workshop for you?

Discussion related to role models and socially acceptable androgyny.

Class discussions which brought to light some subtle sex bias I was unaware of.

Discussion and realization of causes underlying bias.

A better understanding of the purpose and implementation of Title IX and Chapter 622 in the school system.

This workshop made me more aware of the problems regarding sex discrimination. The topic outline and handouts were especially beneficial for future reference.

Self-awareness of subtle sex bias in both my home and education setting.

Making me conscious of how sex biases are perpetuated so subtly as to be generally unnoticed.

Probably talking to the carpentry student and hearing her experiences was most helpful, although I thought the slide-tape presentation and film were also enlightening.

The attitudes of the group were shared freely. Communication was open.

The open discussions were very good. Listening to everyone at various times, and the instructor's analysis of what was mentioned.

Lectures and discussions were enlightening.

Awareness of the changing roles of boys and girls, men and women in today's society.

STAFF DEVELOPMENT COURSE CURRICULUM

"Strategies for Reducing Sex Bias and Stereotyping"

Developed by Maureen V. Lynch, Project OPTION Director

GOAL

To help educators learn how to reduce sex bias and stereotyping in their work with students.

OBJECTIVES

Recognizing that behavior change is possible only after the proper conditions for change exist, namely: the appropriate knowledge base, an attitude of acceptance and the skills necessary to implement the change, the following objectives have been formulated:

Knowledge Objectives

- To help participants understand the meaning of sex bias and stereotyping.
- To facilitate an awareness of one's own biases.
- To present the limiting effects of sex stereotyping on a person's growth and development.
- To present the changing roles of men and women in all phases of American society today.
- To provide participants with an overview of federal and state laws against discrimination based on sex, with emphasis on those that apply to education.
- To develop an understanding of each educator's role in reducing sex stereotyping in his/her school.
- To become familiar with existing resources for sex-fair education.

Attitudinal Objectives

- To create a willingness to examine one's own biases and how they affect students.
- To develop a positive attiude toward actively reducing sex stereotyping in education.

Skills Objectives

- To increase participants' skills in recognizing examples of sex discrimination and bias.
- To teach skills in correcting discriminatory situations.
- To teach each participant to become familiar with using existing sex fair resources.
- To facilitate the efforts of each participant in developing a program aimed at reducing sex bias and stereotyping.

CLASS ASSIGNMENTS

1. Read all articles, pamphlets, etc. handed out in class.
2. Review all AV materials presented in class
3. Review at least one textbook or other teaching materials regularly used in your classroom or shop. *Write* up this review to be handed in and prepare a brief (5 min.) *presentation* for the class.
4. Choose one item from the Project OPTION Resource Room and write a brief description of it, including:
    a) the content
    b) value to teachers
    c) possible uses with students, parents, others. *Write* up this review to be handed in and present a brief (5 min.) *presentation* for the class.

5. Develop an action plan for reducing sex bias and stereotyping in your school. Projects could include such topics as:
    a) Survey teacher, administrator, parent and/or student attitudes regarding male and female roles.
    b) An in-class activity to do with students to make them more aware of their own biases.
    c) A program to help students consider nontraditional careers.
    d) A plan to encourage employers to become more agreeable toward hiring students in nontraditional jobs.
    e) A presentation to parents on sex-fair parenting techniques and their value for healthy development.
    f) Establish a Title IX/Chapter 622 Advisory Committee to promote ongoing active compliance efforts.
    g) Develop a resource guide for students and parents on sex role stereotyping.

    Write up your program to be handed in and prepare a 10-20 min. *presentation* to the class. Projects may be done in small groups. Topics should be cleared with instructor. Plans should be *real* and implemented in the 1978-79 school year.

GRADING PROCEDURES

The following written and oral work will be evaluated and graded:

1. Written review and class presentation of teaching materials.
2. Written review and class presentation of sex fair (Project OPTION Resource Room) materials.
3. Written report and class presentation of plan for reducing sex stereotyping during the 1978-79 school year.

The first four grades will be weighted equally, while the final project, both in its oral and written form, will be weighted double. An average of all grades will constitute the final grade.

CLASS FORMAT

Several teaching/learning methods will be used, including: lecture, discussion, small groups, AV materials, etc. All participants are expected to contribute to class discussions.

TOPIC OUTLINE

Class	Topics
1.	Class Business (registration, course content, objectives, requirements, etc.) Introductions Survey: "Attitudes Toward Sex Roles Scale" Discussion: Examining our own biases What men want in women and women want in men
2.	What do traditional male/female roles look like? A look at the media & art worlds for images of male/female roles Exploring feelings about being male or female Definitions of terms and concepts
3.	Conditioning of sex role behavior Characteristics of the prejudiced person Negative affects of stereotyping Sexist language
4.	Sexist language and its unconscious roots Differential treatment as working adults What do modern sex roles look like? Why are expanded roles needed? The realities of modern working women
5.	Women in nontraditional roles Sex-fair counseling? Laws protecting workers from discrimination
6.	Class Presentations: Presentation and Guest Speaker: "Sexism in Cosmetology" Textbook Reviews: Review of "Practical Baking" Review of "The Professional Chef" Review of "The Baker's Manual" Review of "Cobalt" Review of "Sociology" Review of "America: Its People and Values" Review of "English Workbook" Sex-fair Counseling Practices
7.	Exposure to resource materials in the Project OPTION Resource Center Presentation of ideas for using the materials to draw students into discussions about sex role stereotyping. An "almost" sex-fair high school science text. Teacher behavior in physical education classes. Review of a math textbook's language usage.

8.	Critique of five films useful in reducing sex bias.
9.	Consultation on individual class projects Review and critique of teaching materials An overview of the laws prohibiting sex discrimination and protecting civil rights
10.	Presentation of model programs Recruiting students into nontraditional vocational programs

OUTLINE FOR CLASS NO. 1

TIME	TOPIC	FORMAT & MATERIALS
20 minutes	Class "business"	Fill out registration cards. Confirm class roster.
10 minutes	Introductions	Exercise No. 1: "Self-Introductions"[1]
10 minutes	Course objectives, requirements, etc.	Discussion of handouts on class assignments, objectives, grading, makeups, etc.
20 minutes	Survey on attitudes toward sex roles	Discuss the "Attitudes Toward Sex Roles Scale"[2]
90 minutes	Examining our own biases	Fill out questionnaires.
50 minutes	What men want in women and women want in men	Exercise No. 2: "Assumptions"[3]
10 minutes	Wrap up	
Assignment:	Read: "Fathering: It's a Major Role", Parke, Ross D. & Swain Douglas B. (*Psychology Today*, November 1977, Pages 108-112.)	

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[1] Instructions were, "Introduce yourself by stating your name, school, subject you teach, reasons for taking this course and what you hope to learn."

[2] See Appendix C.

[3] Manis, Laura, *Womanpower.* Cranston, R.I.; The Carroll Press, 1977, pgs. 54-55.

OUTLINE FOR CLASS NO. 2

TIME	TOPIC	FORMAT & MATERIALS
1 hour	What do traditional male/female roles look like?	Exercise No. 1: "Typical Behavior: Sex Role Exploration."[4] Discussion of feelings about atypical activities.
1 hour	A look at the media & art worlds for images of male/female roles.	Slide Show: "Man & Woman: Myths & Stereotypes."[5] Discussion of images presented.
45 minutes	Exploring feelings about being male or female	Exercise No. 2: "Female/Male — Pros & Cons: Self Disclosure"[6]
30 minutes	Definitions of terms & concepts	Handouts: "Some Definitions of Appropriate Terms"[7] Minilecture & discussion
Assignment:	Study definitions	

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[4] Instructions were, "List three activities typical of your sex role. List three not typical of your sex role." Discussion follows.

[5] The Center for the Humanities, Two Holland Ave., White Plains, New York 10603.

[6] Carney, Clarke and Sarah McMahon, *Exploring Contemporary Male/Female Roles.* LaJolla, CA: University Associates, Inc., 1977, pgs. 34-35.

[7] See Appendix E.

OUTLINE FOR CLASS NO. 3

TIME	TOPIC	FORMAT & MATERIALS
15 minutes	Conditioning of sex role behavior	Lecture/discussion: Non-sexist parenting techniques
45 minutes	Characteristics of the prejudiced person	Multimedia presentation: "Perception & Prejudice"[8]
60 minutes	Negative affects of stereotyping	Handout: "Fact Sheet on the Negative Affects of Stereotyping"[9] Lecture & open discussion
30 Minutes		Exercise No. 1: "Where Was I Then?"[10] An awareness activity
45 minutes	Identifying examples of sex bias & stereotyping	Exercise No. 2: "Picture Pac"[11]
15 minutes	Sexist language	Lecture & discussion of sexist and nonsexist language
Assignment:	Study Fact Sheets	

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[8] *Perception and Prejudice: The Settings of Intolerance.* Newsweek - Education Division, 444 Madison Avenue, N.Y., N.Y. 10022, 1977.

[9] Community Service Education Department. *Expanding Adolescent Role Expectations.* Ithaca, N.Y.: New York State College of Human Ecology, Cornell University, 1977, pgs. 5-6 ($2.25)

[10] *Exploring Contemporary Male and Female Roles*, pgs. 17-18.

[11] *Fact Sheet on Institutional Sexism.* Foundation for Change, Inc., 1841 Broadway, New York, N.Y. 10023, March, 1976.

OUTLINE FOR CLASS NO. 4

TIME	TOPIC	FORMAT & MATERIALS
1 hour	Sexist language & its unconscious roots	Discussion of "Tips on Avoiding Sexist Language"[12]
1 hour	Differential treatment as working adults	Exercise No. 1: "Separate But Equal"[13]
30 minutes	What do modern sex roles look like? Why are expanded roles needed?	Handout: "Fact Sheet on the Changing Family"[14] Handout: "Fact Sheets on Adolescent Attitudes, Expectation and Achievement"[15]
1 hour	The realities of modern working women	Handouts: Opinnionaire and "The Myth and Reality of Women Workers"[16] Lecture notes and overhead

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[12] From the McGraw-Hill "Guidelines for Equal Treatment of the Sexes."

[13] *Womanpower*, pgs. 58-61.

[14] *Expanding Adolescent Role Expectations*, pgs. 13-14.

[15] *Ibid*, pgs. 45-48.

[16] Women's Bureau, Department of Labor.

OUTLINE FOR CLASS NO. 5

TIME	TOPIC	FORMAT & MATERIALS
2 hours	Women in nontraditional roles	Handouts: "What's a Nice Girl Like You Doing in a Man's World?"[17] and "Preparing Women for Non-traditional Careers"[18]
30 minutes	Sex — fair counseling?	Slide show: "Help Wanted: Sexism in Career Education Materials"[19]
45 minutes	Laws protecting workers from discrimination	Handouts: "Employment Rights"[20] and "Highlights of Legislation Prohibiting Discrimination in Education"[21]
15 minutes	Explain assignment	Handout: "Guidelines to Review Text"[22]
Assignment:	Review of currently used textbooks	

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[17] Pamphlet from the National Association of Trade and Technical Schools, 2021 L Street, N.W., Washington, D.C. 20036.

[18] Walter J. Brooking, "Preparing Women For Non-traditional Careers," in *Technical Education News*, M-A, 1978, pgs. 8-9.

[19] Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540.

[20] Massachusetts Department of Education, *Chapter 622: A Guide for Administrators*, pgs. 77-78.

[21] See Appendix F.

[22] Massachusetts Department of Education, *A Guide for the Evaluation of Instructional Materials Under Chapter 622.*

OUTLINE FOR CLASS NO. 6

TIME	TOPIC/CLASS PRESENTATION
30 minutes	Class Business (consultation on projects & presentations)
1 hour/15 minutes	Cosmetology Teacher: "Sexism in Cosmetology". Guest Speaker: Male Cosmetologist. Discussed texts, trade journals, scope of cosmetology field.
15 minutes	Culinary Arts Teacher: Review of "The Professional Chef" by Haines. Image of male chef presented.
15 minutes	Culinary Arts Teacher: Review of Haines text. Careers portion very biased. In class teachers stress that females can do any job.
15 minutes	Culinary Arts Teacher: Review of "Practical Baking" and "The Baker's Manual". Neutral – shows "hands" in pictures.
10 minutes	Data Processing Teacher: Review of "Cobalt." Neutral job titles – unbiased text.
10 minutes	High School Social Studies Teacher: Review of "Sociology" text. Book does poor job of trying to deal with role question.
10 minutes	Jr. High School Social Studies Teacher: Review of "America: Its People & Values." Very sexist. Women are missing.
10 minutes	High School English Teacher: Review of "English Workbook." Biased sentences used for grammar work.
10 minutes	Counselor: Counseling students for nontraditional shops.
10 minutes	Cosmetology Teacher: Sexism in cosmetology text.

OUTLINE OF CLASS NO. 7

TIME	TOPIC	FORMAT & MATERIALS
1 hour	Exposure to materials in Project OPTION Resource Center.	Each class member chose one to review.
1 hour	Presentation of ways teaching materials can be used to draw students into discussions around sex role stereotyping.	Film: "Snowbound"[23] Discussion.
15 minutes	High School Science Teacher: An "almost" sex-fair high school science text.	Class Presentation
45 minutes	Four High School Physical Education Teachers: Treatment of students and differential conditioning regarding health and athletics for boys vs. girls.	Class Presentation
15 minutes	Two High School Math Teachers: Comparison of two editions of same text. Updated version is sex-fair.	Class Presentation
15 minutes	Explanation of upcoming assignments.	Handout: "Resource List: Sex Stereotyping in Occupational Education"[24]

Assignment: Written review of material from Project OPTION Resource Center.

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[23] Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y. 10019.

[24] See Appendix G.

OUTLINE OF CLASS NO. 8

TIME	TOPIC	FORMAT & MATERIALS
4 hours	Critique of five films useful for reducing sex bias. Exploration of classroom and workshop uses of the films.	Films: "Other Women, Other Work"[25] "Girls at Twelve"[26] "Girls' Sports: On The Right Track"[27] "Freedom Training"[28] "When I Grow Up"[29]

Assignment: Prepare project for reducing sex stereotyping for oral presentation on Friday.

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[25] Churchill Films. Available from Fitchburg State College, Fitchburg, MA.

[26] Education Development Center, 55 Chapel Street, Newton, MA. 02160.

[27] Phoenix Films, 743 Alexander Road, Princeton, N.J. 08540.

[28] Indiana Career Resource Center, 1209 S. Greenlawn, Southbend, Indiana 46615.

[29] Motorola Teleprograms, Inc., 4825 N. Scott Street, Schiller Park, Illinois 60176.

OUTLINE OF CLASS NO. 9

TIME	TOPIC	FORMAT & MATERIALS
15 minutes	Consultation on projects.	
1 hour/25 minutes	Review and critique of teaching tools to supplement standard texts.	Videotape: "The Prize is Right"[30] Film: "The American Parade: We the People"[31]
1 hour/50 minutes	A close look at the laws prohibiting sex discrimination.	Lecture Handouts: "A Primer on the ERA"[32] Small Group Exercise: Handling Sample Title IX Grievances.[33]
Assignment:	Prepare presentation for class.	

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[30] Boston YWCA, 140 Clarendon Street, Boston, MA.

[31] CBS News Production. Available through Fitchburg State College, Fitchburg, MA.

[32] Peratis, Kathleen Willert and Susan Deller Noss, "A Primer on the ERA" in *Ms.*, pgs. 74-76.

[33] Sample cases from *Implementing Title IX: A Sample Workshop.* (Resource Center on Sex Roles in Education), 1201 16th Street, N.W., Washington, D.C. 20036.

OUTLINE FOR CLASS NO. 10

TIME	TOPIC/CLASS PRESENTATION
1 hour	Presentation of Model Programs
2 hours	Recruiting Students into Nontraditional Shops Assembly for Parents Middle school social studies unit "The Herstory of the Civil War" Job Opportunities for Men and Women in Science Reducing Sex Bias in Culinary Arts "Male/Female Images" – High School English Unit High School Boys & Girls Athletic Interest Survey Utilizing the Advisory Committee A Staff In-Service Workshop Project Adventure
30 minutes	Evaluation of Course

August 7, 1978

Dear ______________________________,

Below is a breakdown of your grades for each assignment and the resulting final grade. I do hope you feel I was fair. If not, please make a point of seeing me for further explanation.

Assignment		Grade
Textbook/Student Treatment Review for Bias	ORAL	________
	WRITTEN	________
OPTION Resource Center Materials Review	WRITTEN	________
ACTION PLAN 1978-79 (Final Project–double weighted grade)	ORAL	________
	WRITTEN	________
	FINAL GRADE	________

I enjoyed teaching the course and seeing you grow in self-awareness. It was a challenging and rewarding experience for me.

I strongly urge you all to submit your ACTION PLANS to your Title IX Coordinators. I will be glad to write a letter in support of your efforts and offer consultation where possible.

Thanks for your enthusiastic participation. Enjoy the rest of the summer.

Sincerely,

Maureen Lynch

Maureen Lynch
Counselor & Project OPTION Director

EVALUATION OF IN-SERVICE COURSE
"STRATEGIES FOR REDUCING SEX BIAS AND STEREOTYPING" (ME 0914)

In your opinion, to what extent has this course been effective in meeting its stated objectives? Answer each item based on your own personal learning:

STATED OBJECTIVES	WAS THE OBJECTIVE MET?		
KNOWLEDGE OBJECTIVES	YES	NO*	NOT SURE*
1. To help participants understand the meaning of sex bias and stereotyping.	100% 18	– 0	– 0
2. To facilitate an awareness of one's own biases.	88.8% 16	5.6% 1	5.6% 1
3. To present the limiting effects of sex stereotyping on a person's growth and development.	83.3% 15	5.6% 1	11.1% 2
4. To present the changing roles of men and women in all phases of American society today.	94.4% 17	– 0	5.6% 1
5. To provide participants with an overview of Federal and State laws against discrimination based on sex, with emphasis on those that apply to education.	100% 18	– 0	– 0
6. To develop an understanding of each educator's role in reducing sex stereotyping in his/her school.	88.8% 16	5.6% 1	5.6% 1
7. To become familiar with existing resources for sex fair education.	100% 18	– 0	– 0
ATTITUDINAL OBJECTIVES			
1. To create a willingness to examine one's own biases and how they affect students.	83.3% 15	11.1% 2	5.6% 1
2. To develop a positive attitude toward actively reducing sex stereotyping in education.	83.3% 15	5.6% 1	11.1% 2
SKILLS OBJECTIVES			
1. To increase participants' skills in recognizing examples of sex discrimination and bias.	94.4% 17	– 0	5.6% 1

*No reasons were given by those answered "No" or "Not Sure" to any of the questions.

2.	To teach skills in correcting discriminatory situations.	88.8% 16	5.6% 1	5.6% 1
3.	To teach each participant to become familiar with using existing sex fair resources.	100% 18	– 0	– 0
4.	To facilitate the efforts of each participant in developing a program aimed at reducing sex bias and stereotyping.	100% 18	– 0	– 0

What sex bias issues do you see as of primary concern in your school?

1. More balance of students of both sexes in traditional shops.
2. Over population of traditional shops.
3. Shops.
4. Text bias. Lack of knowledge about 622 and Title IX.
5. Girl's sports. Teaching materials (texts) that are biased. "Closed" courses (home ec).
6. Female to male ratio on the faculty.
7. Unbalanced recruitment of both sexes in the traditional trades.
8. I would like to see more female students enroll in a male-oriented trade. Examples: auto body, auto mechanic, carpentry, etc. .
9. Title IX compliance. Professional acceptance of Women's Issues.
10. Getting females into male-dominated jobs and careers.
11. Sex in shop areas.
12. Percent of women.

Which particular activities or materials were most helpful to you?

1. The pass-outs and discussions.
2. Title IX grievances, responding to business memos, and some A.V.
3. Materials presented by Instructor.
4. Handouts.
5. Media and group discussions.
6. Laws: ERA (Equal Rights for Men and Women).
   Fact sheet on the changing family.
   The changing labor force.
   Fact sheet on negative affects of stereotyping.
7. Mary Tyler Moore movie.
   Written project.
   Looking through my curriculum and text books for stereotyping.
8. Films and group discussions.
9. Hand-outs, films and discussions.
10. Recognizing bias in texts and understanding of responsibility under 622 and Title IX.
11. Group work allowed interaction.
12. Situations.
13. Video and hand-outs.

What further information, experiences or activities would you like to see provided in the future?

1. Questionnaires concerning self-biases.
2. More grievance cases.
3. Basically more of the same.
4. Possibly a workshop to update new information in the field.
5. How successful are businesswomen who are working in industry? It's been said that women's attitudes change when they get a position and are difficult to work with.
6. Invite female members to the advisory committee and prospective women employers to give us feedback as to employers satisfaction and prospects for employment. These people as guest speakers will contribute a great deal in reducing sex bias and stereotyping.
7. More in-house workshops.
8. Class participation in sports.
9. Activities.
10. More social, psychological information.

What suggestions do you have for encouraging other teachers to take such an in-service course as this?

1. Making them aware of what was done in the course.
2. Activities which we expect our students to do.
3. It is necessary for teachers to meet today's demanding educational mix.
4. I would encourage my fellow teachers of both sexes by letting them know that the course will help them in identifying and evaluating sexism in education, also identifying discrimination in general.
5. Writing up a project.
   Get an OK from the coordinator.
   Psyche up other teachers with use of flyer distributions.
6. They should talk with people who took the course and get feedback from them.
7. Show them the course format and some of the material from the class.
8. Workshop for teachers during the school day.
9. Examination of individual biases.
10. Having the course mandated by administrators.

Any other comments?

1. Debates should be moderated to give it direction towards meeting objectives.
2. Good job Maureen.
3. I thought the course was well run.
4. Great job Maureen.
5. Nope — just a super course.

SAMPLES OF CURRICULUM REVIEWS

- Junior High School Social Studies Textbook
- High School English Textbooks
- High School Math Textbooks
- Culinary Arts Textbook
- Counseling Methods

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EVALUATION OF A JUNIOR HIGH SCHOOL SOCIAL STUDIES TEXTBOOK FOR BIAS

(Submitted by Joanna Coakley, Social Studies Teacher, Kennedy Jr. High, Woburn)

TEXT: Wood, L. and R. Gabriel. *America: Its People and Values.* 1971. Harcourt, Brace and Jovanovich, Inc. NY

The period of history that I deal with begins with the Civil War and goes through U.S. History to the present. The chapters included are sixteen to thirty-two. The previous chapters are given to the students the year before.

In reviewing the text I found both the text and illustrations show sex bias. The text is almost completely male-dominated.* Men are found as the revolutionaries, abolitionists, scientists, political leaders, and explorers. The women's suffrage movement is completely missing and the Nineteenth Amendment is only mentioned in the text of the Constitution and Amendments.

I only found two women mentioned in the text. The first was Amelia Earhart who "helped other women to travel by air both as pilots and passengers" (p. 605). The second was Frances Perkins who was Franklin D. Roosevelt's Secretary of Labor. Other than these two, very little was mentioned.

The illustrations show women in typical sex roles. The women are sewing clothing (p. 477), working with boys in factories (p. 585), and "manning" the factories in WWI (p. 698).

The men on the other hand are shown with steel (pp. 580, 582, & 807), heavy drilling equipment (p. 601), labor disputes (p. 605), and in the coal fields of Appalachia (p. 785).

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*A supplementary unit "Women in the Civil War" is presented the following section on p. 91.

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EVALUATION OF HIGH SCHOOL ENGLISH TEXTBOOK

(Submitted by Susan Callahan, English Teacher, Lawrence High School)

At first glance, English texts do not appear to be biased or discriminatory. However, upon closer scrutinization, negative aspects are quite evident.

The *English Workshop* is one of those materials that is biased in its content but not biased in the concepts it attempts to teach. Consider the following examples:

"The coach offered Frank a place on the team."
"The little girl handed the bouquet of flowers to the mayor."
"Chuck missed the throw, and Steve was safe on second base."
"She offered to babysit."

The above sentences are definitely sexist in that the girls and boys are portrayed in typically traditional fashion: flowers and babysitting for the females and sports for the males. But, the sentences express rules of English grammar and structure, the reason for the exercise in the first place.

On the brighter side, editors of grammar texts are becoming aware of sexist terms. Such is the case with pronouns in formal and informal usage.

"Someone left *his* motor running."
"Someone forgot to cast *their* vote."

To prevent awkwardness with the his/her pronoun, the plural pronoun their is used.

Finally, "Judy washed the dishes, and Jim wiped them" is an obvious step in the right direction.

Jane Eyre, New World of Ideas, and *Modern Short Biographies* are geared for the academic, standard, and basic levels.

The character of Jane Eyre is stereotyped. She is totally and absolutely submissive and subservient to the whims and wishes of her employer. She is also cast in the typically female child-caring role of governess. The students like her as a person, but at the same time they believe she is really a non-person, a mere shell, someone not fighting for her own self-worth. Subsequent discussions of the character revolve around women's rights.

New World of Ideas is a sexist short story anthology. Males are involved in fights, deaths, and disciplinary problems. Females stand on the perimeter of violence and demeanor. Only one story deals with a woman's problem. A black girl is awarded an art prize. However, when the committee realizes the girl is black, the members revoke the award. The themes of all the stories center around loyalty, trust, involvement, discrimination. The point is to help students develop their own values and standards. For this reason, the text is effective.

Modern Short Biographies is the only text that is not truly biased or discriminatory. It is a collection of people struggling for acceptance, contributing to society. The biographies range from Althea Gibson to Tom Dooley, and skin color is of no significance. However, one discrepancy does exist. There are thirty stories represented, and twenty-three of them concern men.

Times are changing, and students can be made aware of the need for those changes.

Grammar examples taken from the *English Workshop*, Harcourt Brace Jovanovich, New York, pp. 31, 33, 34, 64, 139.

REFRESHER MATH

(Submitted by Bob Wright and Ron Nowakowski, Math Teachers, Shawsheen Tech)

The book, *Refresher Math* by Edwin Stein is used for all ninth grade general math classes here at Shawsheen. Currently, there are two editions in use: one copyrighted 1970 and the other 1974. We decided to evaluate the two editions separately, and then compare the results. The earlier, gray-covered edition was very biased. Males were always in the working, spending, and decision-making roles. Women were always mothering, cooking, sewing, and typing; and even these roles were infrequently used as examples.

The purple-covered, later edition shows a great deal of changes. Throughout this edition, women are shown as the head wage earner, house buyer, and professional employee. In addition, the male is shown in non-traditional domestic roles such as cooking, along with the more traditional roles. Stein also makes a great deal of use of neutral nouns such as gas station attendant, merchant, student, etc. The second edition has also made an attempt to be non-ethnically biased. Notice the different names used in the example problems which follow.

EXAMPLES FROM 1970 TEXTBOOK:

1) Tom measured a window frame and wrote the dimensions as 2 feet 6 14/16 inches by 5 feet 9 2/8 inches. Could these measurements be expressed more simply? If so how?

2) Nancy's mother needed 2 1/4 cups of sifted cake flour to make a plain cake and 1 1/2 cups for a pineapple sponge cake. Find the total amount of flour she required.

3) Last year Joan's father received $5,350 salary, $1,785 commission, and $495 bonus. Find the total amount of his earnings for the year.

4) A pilot finds that winds slow his progress in reaching his destination. His trip out takes 2 3/4 hr. How long should his return trip take if he must return at the end of 4 1/2 hr. flying time?

5) Jerry's sister typed 225 words in 7 1/2 minutes. How many words did she average per minute?

EXAMPLES FROM 1974 TEXTBOOK:

1) The Williams family consists of a husband, a wife, and two young children. How many exemptions may Mrs. Williams claim? If she earns $183.50 each week, how much federal income tax is withheld from her pay each week? Use the table on page 537. How much federal income tax is withheld from her pay for the year? How much federal income tax does she owe for the entire year? Use the table on page 544. Does she still owe some taxes or did she overpay? How much?

2) If Mrs. Yazzic pays 25 percent down on a house, what part of the purchase price is her down payment?

3) Last year Joan's mother received $9,350 salary, $3,785 commission and $495 bonus. Find the total amount of her earnings for the year.

4) A pilot finds that winds slow her progress in reaching her destination. Her trip out takes 2 3/4 hr. How long should her return trip take if she must return at the end of 4 1/2 hr. flying time?

5) Janet Miller, a pitcher, won 8 games and lost 4. What part of the games did she win?

6) Mr. Kaminsky needed 2 1/2 cups of sifted cake flour to make a plain cake and 1 1/2 cups for a pineapple sponge cake. Find the total amount of flour he required.

7) Antonio typed 225 words in 7 1/2 minutes. How many words did he average per minute?

At Shawsheen, the second edition is used with about 80 percent of the freshmen. Unfortunately, we must still use some copies of the earlier book. We conclude that while the first edition is very sexually biased, the newest edition is a good example of how a textbook could be easily unbiased without changing the content.

A REVIEW OF *Food Preparation for Hotels, Restaurants and Cafeterias*
BY ROBERT G. HAINES (Copyright, 1968)

(Submitted by Don Cambria, Culinary Arts Instructor at Shawsheen Tech)

The "Haines Book" as we call it in the Culinary Arts Department has been used by us for the past seven years. It is used by all the students in each of their four years. The student is taken from a chapter on food service careers, through safety and sanitation, into all types of food and meat preparation, given a few chapters on basic baking skills, and ends up with menu making.

Robert Haines was an instructor in a vocational-technical high school and wrote this book because he could find nothing which would give his students a complete overview of the food service trades.

In a close review of this book with respect to Chapter 622, I found that Mr. Haines satisfied most of the regulations, even though this book was written before the new laws.

Our freshman exploratory class last year was running about 80 percent females to 20 percent males. I think this is a popular trend and one we can live with if proper scheduling is developed.

With this in mind I found that an explanation of careers in food service is necessary for the girls. Occupations are listed in the order of importance such as; "Fry Cook: His work is performed around the range and deep fat fryer." It should be pointed out that today, as in all trades, women are taking an active role. In our association with perspective employers of our students it is generally felt that a woman is capable of filling most jobs in the trade and in some cases is preferred over males with the same qualifications.

What few illustrations are present in the book are white male-dominated. The main reason for this was that students in a vocational school setting were used and in the sixties women were in the minority in such classes. Only one minority picture exists and this again is a result of the author working with what he had.

It should be pointed out to students that the food service industry has a history of employing minorities. Immigrants played an important role in the early 1900's, and in some areas a cook or chef's job was not obtainable unless you were of certain descent; Italian, French, German etc. At this same time the only blacks in the industry held the lowly jobs of porter, dishwashers, and some waiters. One picture depicts a black baker in a clean white uniform and hat, which is representative of the ethnic mix in today's operations.

Most technical textbooks of this kind deal mainly with production procedures and recipes and use neutral words rather than sexist terms. I think with the few adjustments I have listed it can be used in a contemporary setting very satisfactorily.

PROBLEMS OF SEX BIAS IN COUNSELING

(Submitted by Mark Small, Counselor, Shawsheen Tech)

One of the major tasks of a guidance counselor in a vocational school is career guidance; to help students to make career choices based on talent, ability, and personal desire. This can only be done by helping the student to identify adult and peer pressure and teaching them to deal with it.

Career choice, especially among the freshmen, is controlled a great deal by the parents. Students who are interested in nontraditional shops sometimes have a great deal of trouble convincing their parents that this is a sincere choice. This is especially true of girls interested in shops such as Machine, Metal Fab, Construction, and Transportation. A counselor's responsibility is to allow the students the freedom to make this choice by counseling the parents that such a decision is not as unusual as they might think.

Counselors need to also get involved with the shop teachers and their students. It is not unusual for both teachers and students to go through a period of adjustment when young women enter their domain. We are fortunate that very few shop teachers have trouble with this situation. In fact, the vast majority have been extremely supportive and have actively recruited girls for their shop.

Some, however, have voiced their skepticism at the potential of placement upon graduation. They point out that the world of work is not ready for women in their particular trade. Others question the girls' motives for wanting to be the only girl in the shop. They give the impression that the girls are there to major in boys and not work.

It should be very apparent that my major emphasis in this paper has been directed towards the girls. This is not to say that the boys don't have similar problems when they enter a traditionally female shop. They do have to deal with pressures also. The majority of what pressure they do get comes from their peers.

Sex bias exists in the handling of students with attitude problems in the shop or classroom. There appears to be one unconscious expectation of behavior for boys and one for girls. It is evident that teachers will put up with more overt aggressive behavior from boys than from girls. A girl acting out in an overt way is much more quickly criticized.

It is also necessary not to get carried away in our enthusiasm to recruit students to participate in nontraditional shops. Ninth and tenth grade students are so easily manipulated by important adults. In our desire to eliminate pressure and to give students the freedom to make an unbiased decision, we must guard against unconsciously creating our own.

SAMPLES OF ACTION PLANS TO REDUCE SEX BIAS AND STEREOTYPING

- Unit for U.S. History Class – Grade 8
- High School English Unit
- Recruiting Women Into Trade and Industrial Programs (Culinary Arts)

UNIT FOR U.S. HISTORY CLASS – GRADE 8

(Submitted by Joanne Coakley, Social Studies Teacher, Kennedy Junior High School, Woburn)

GOAL: To teach the "Herstory of the Civil War"

OBJECTIVES:

1. To have students recognize that women weren't mentioned in *America: Its People and Values.*
2. To have students realize the role of women in past history.
3. To have students be able to identify famous women during the Civil War period.
4. To have students appreciate the accomplishments of women during this period of history.
5. To have students receive a balanced picture of American History.
6. To have students understand that women were abolitionists, nurses, spies, soldiers, plantation workers, and factory workers during the Civil War.
7. To have students be aware of their own worth as human beings.

METHODS:

1. Brainstorming:
   a. What were women doing during the Civil War? (Place answers on board and have class discuss.)
   b. What would you want to do during the Civil War?
2. Have students read "Herstory of the Civil War," by Gloria Stevenson. Discuss in class the content importance of women during the Civil War. Compare the text *America: Its People and Values* to the magazine article.
3. Crossword Puzzle; Discuss answers.
4. Movie, *The American Parade: We the Women* Discuss the movie.

MATERIALS:

1. Stevenson, Gloria, "Herstory of the Civil War," *Social Issues Resources Series.*
2. Wood, Leonard C. and Ralph H. Gabriel, *America: Its People and Values.* New York: Harcourt, Brace and Jovanovich, 1971.
3. Crossword Puzzle (contact author)
4. *The American Parade: We the Women,* BRA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, CA 90406.

HIGH SCHOOL ENGLISH UNIT

(Submitted by Susan Callahan, Lawrence High School, Lawrence, MA)

INTRODUCTION

The program developed for the coming school year concerns itself with a four-part in-class activity. Since the course geared for women's studies no longer exists, the program will be incorporated with the usual class discussion, public speaking, vocabulary, composition, and literature assignments. In other words, material for the program will become a part of the normal English curriculum. Because English is basically communication, the program should fit in smoothly with a typical class.

ACTIVITIES

Part I — Worksheet

By using a worksheet format, students can be made aware of their own individual biases. The worksheet will ask general information questions and definitions of terms.

Part II — Brainstorming

Since most students enjoy group work, brainstorming is a good method to get/urge them to think. Sometimes the group reacts as a whole. Hopefully, the results will vary from group to group. The information sought will be found in an oral exercise.

Part III — Role Playing

Role playing is a public speaking device, and any number can "play." This particular session will center itself around the job interview. Students will act as employer/employee. Some of those not directly involved with the interview questions will be a panel of judges — a "board of directors." They will work with the interviewer to decide on who gets the job. Their method of decision should prove to be most interesting. Students will draw from the proverbial hat to determine their roles.

Part IV — Awareness: Traditional/Nontraditional

This section of the program is strictly visual. It should be the most informative and entertaining part of the activity. In actuality, it will be a culmination of the previous areas. It will include magazine clippings of highly stereotyped advertisements. Naturally, such an activity could lend itself to heated debates, i.e. "the battle of the sexes."

CONCLUSION

The four-part program devised will take more than one class session to complete. Actually, if all goes well, it should span the entire school year. If the activity is successful, students will develop their own value system, their own set of standards, their own sense of self-awareness. From this, they will then be sensitive and cognizant regarding the worth of others.

RECRUITING WOMEN INTO TRADE AND INDUSTRIAL PROGRAMS

An Action Plan for Reducing Sex Bias and Stereotyping in the Culinary Arts Department at Shawsheen Regional Vocational High School

(Submitted by Donald Cambria and Damiano Alongi, Culinary Arts Instructors at Shawsheen Tech.)

The staff in the Culinary Arts Department at Shawsheen Tech consists of five males and one female.

Although we are teaching in a male-oriented shop, our experience in the placement of the opposite sex has been a positive one. Qualified food service operators are adept at using what is at hand, therefore we can feel comfortable in a situation which assigns us a ratio of three girls to one boy.

In a recent research study young female students were asked who had most influenced them to enroll in trade and industrial classes. The overwhelming answer was their MALE VOCATIONAL TEACHER. He had more influence than counselors, administrators, or parents. This shows that teachers can be the key to increasing the enrollment of women in vocational programs. Thereby providing greater career opportunities for these women.

Following are some suggestions to attract and encourage women to enroll in trade and industrial programs in our Culinary Arts Department.

I. Contact sending school counselors and urge to help recruit interested females into the food service. Offer to provide literature and feedback from our many successfully employed female graduates. Invite them into the shop for a tour of the facilities and a luncheon prepared and served by our students.

II. Invite other teachers and students from sending schools to spend a day visiting the shop to give them a realistic approach to hands-on food preparation. Ask these teachers to help you identify young women at the school who might be interested in pursuing a food service career.

Show the facilities and equipment, explain job opportunities, and make them feel that you would provide extra support for females in your class.

III. MEDIA

Invite a reporter from the school or town newspaper to visit your shop and learn more about the program. Publicity in local newspapers should include feature stories regarding accomplishments of our students in outside food trade oriented projects.

In the fall provide information to the same media ôn job placement of culinary graduates from the previous years. Give statistics on average salaries, types of jobs, female placement, and job satisfaction. Include a story about your efforts to encourage females to enroll in the Culinary Arts Department in the newsletter which the school system sends to parents in the community.

IV. Review your instructional materials for evidence of sex bias. Because of our enlightenment through this course the four texts that were presently using are being scrutinized in the areas of sex stereotyping. To increase student awareness in our field traditional male job titles will now be revised to eliminate sex bias. No longer will female students in our shop area view the person behind the range as a male.

V. ADVISORY COMMITTEE

Solicit female members to the Advisory Committee. These women should include prospective employers as well as recently employed graduates. A feel for current trends, feedback as to employer satisfaction and prospects for employment of our future graduates should be stressed. If agreeable it would be advantageous to meet three times a year instead of the traditional twice a year meeting required by the Chapter 74 of our state vocational education law.

VI. On Professional Day instructors should visit vocational type programs or industries which employ a majority of women. Nursing homes, hospitals, in-plant feeding operations give us insight into possible adjustments in our curriculum that would benefit in the future development of our female students

VII. As they progress through four years of Culinary Arts training a female may find the physical strength or the heat a deterring factor in pursuing her vocation. We stress the fact that vocational education is not a dead-end street and that options are available for further postgraduate degree-oriented education. Two-year schools which offer an associate degree program in advanced food service training include: The Culinary Institute of America, Johnson & Wales, Essex Agricultural School, and Bunker Hill Community College.

A four-year bachelors degree program is offered at a variety of American colleges. Two of the local favorites are: The University of New Hampshire and The University of Massachusetts.

For economic and social reasons, more and more women are entering the work force in the United States. They need and desire training in all vocational specialties, including the third largest industry in the world, the food industry.

With today's technology the woman has become a valuable resource. She is competing with, and in some cases surpassing her male counterpart. This is a trend which we in the food service industry are currently addressing ourselves to.

We feel that our vocation which was once male dominated is becoming more contemporary with the entry of the skilled female. It is a trend which we hope will continue.

STRATEGIES FOR COUNSELORS

Nonsexist counseling is an important component in the career decision making process. It is very easy for a counselor to transmit his/her own biases to students and consequently limit their career choices. Likewise, a nonbiased approach can really help a young person open up to the many career opportunities out there in the world of work.

A useful overall context for nonsexist career counseling is the idea of life planning. Such an approach crosses gender lines and is generally less threatening to parents and students who hear "women's liberation" radical ideas. Life planning coupled with the idea of informed career decision making helps a student look at all opportunities over a span of years. Techniques for careful and thoughtful career planning need to be a vital component of any middle school and high school guidance program.

Career Expos

Another very successful counseling strategy is to run nontraditional career expos. Speakers from careers traditionally reserved for the opposite sex can be identified and invited to come in and talk about their careers. Whenever possible, it is recommended that both a man and a woman be invited to represent every career. This way students can see two role models. The problem of male students feeling that this is for the girls and not for them can be eliminated this way.

Voc-Tech Recruitment

Guidance Departments in the regional vocational-technical schools can work with the middle school counselors in a number of ways. One successful approach has been the annual admissions meetings.

The Guidance Department at Shawsheen holds meetings each year with the counselors from the middle schools to review the admissions process. This is a time when counselors can be encouraged to work with parents and middle school youngsters in making nontraditional choices. A sample agenda is included. (p. 97) Methods for involving students in the recruitment process are discussed in pp. 55-56.

Support Groups

A good career choice requires a mix of many factors, including: self-awareness, knowledge of career opportunities, vocational preparation, job hunting skills, etc. The student who selects a nontraditional field has the additional need of support for his/her choice. It is not easy to make a nontraditional career choice. Teasing, sarcasm, rejection and competition are all results of being a minority in a vocational program previously reserved for the opposite sex. Counselors need to prepare methods of helping students deal with the pressures of being different.

In order to address this need, Project OPTION initiated a counseling support group at Shawsheen Tech for students in nontraditional shops. All of these seventeen students were invited to meet as a group in early October, 1978. The purpose of the group was presented and students were asked to decide if they wished to join. The idea was for students to get to know one another, to discuss feelings resulting from differential treatment in shop, to talk about pressures at home and from friends, and in general to *support* one another.

The group was convened again the following week. All but three of the students decided to join. Meetings were held each week with an informal agenda formed at the end of each meeting for the next week. Issues discussed included such things as; differential treatment from teachers, teasing from classmates, lack of support at home, dealing with the curiosity of customers on the job. Information was presented as well, including; laws prohibiting discrimination, labor trends, job potential and preparation. Several activities were undertaken by the group, including; a panel discussion for parents of eighth graders during Open House at Shawsheen (see pp. 108-110), meeting with ninth graders exploring nontraditional shops, and talking with students in the middle schools about Shawsheen (see pp. 55-56).

The group has developed a strong sense of identity. It is not uncommon for the students to seek one another out between meetings to get advice if a problem comes up. In general, the students run the group. They have many issues to discuss and do so freely. The counselor's role has been to facilitate discussion, organize the logistics of meetings, and present any factual information required.

At this writing the group is still meeting regularly and plans are underway to work with ninth graders and students in the Afternoon Skills Training Program at Shawsheen Tech.

AGENDA FOR ANNUAL DISTRICT SCHOOL COUNSELORS MEETING CONCERNING SHAWSHEEN ADMISSIONS PROCEDURES (NOVEMBER 28, 1978)

Revised Admission Process – B. Perkins, Guidance Director
Special Needs Applicants – J. McDermott, Area Coordinator
Implications for applicants and sending school counselors
*Title IX/Chapter 622 Considerations – Ms. Lynch, Project OPTION Director
Overview of Activities in the District – J. McDermott, Area Coordinator
Final Comments – R. Griffin, Chairman of the Shawsheen School Committee

*SEX-FAIR CAREER GUIDANCE IN LIGHT OF TITLE IX/CHAPTER 622 CONSIDERATIONS:

- Importance of early career counseling:
  - Attitudes formed early
  - Sex-fair intervention in schools can make a difference
  - Student's reasons for choices often poor and/or limited (peers, image, bias, etc.)

- Important for counselors to stress self-awareness and the uniqueness of each student:
  - Many role models available
  - Interest/ability tests helpful (if instruments are not biased)
  - Group and individual counseling techniques

- The first thing to do is examine our own biases:
  - Heightening self-awareness
  - How we affect children
  - Positive steps to take

- Sample strategies:
  - OPTION
  - Program models in Massachusetts and other states
  - Parents' nights
  - Support groups for students
  - Parent/student workshops
  - Speakers from industry

- Integrating a sex-fair approach in all guidance activities.

- Percentage of male/female applicants per Admissions Plan Updates required by the Massachusetts Division of Occupational Education.

- Offered services of OPTION staff and resource center for program ideas and materials.

STRATEGIES FOR ADMINISTRATORS

General Suggestions

Implementing Title IX and Chapter 622 effectively is a challenging mandate facing all school administrators. In order to meet the legal requirements and initiate active compliance efforts, a firm commitment to the principles of equal educational opportunities is absolutely necessary. It could be said that the Title IX Coordinator's main function is to generate this sense of commitment, and subsequent responsibility, in all school administrators and staff members. School committee members, principals and teachers, need to be mobilized to work together toward reducing bias and stereotyping, as well as encouraging sound career decision making.

One of the goals of Project OPTION was to initiate a comprehensive effort of all groups that influence students' career decisions. The Regional Collaborative was formed for this purpose. (See p.111). This group, composed of representatives of parents, students, business, education, etc., was a good vehicle for feedback and direction of OPTION activities. Similarly, a Title IX/ Chapter 622 Advisory Committee is a vital force for meaningful compliance efforts.

In 1975 all schools in the country were required to form such an advisory committee to conduct the Title IX self-evaluation. The results of this evaluation are to be kept on file for inspection by the Office of Civil Rights, HEW, or by any interested citizen. Once these reports were written, most school systems disbanded their advisory committees. Those communities that have kept these committees alive generally have more thorough compliance procedures and more creative programs to reduce bias and stereotyping.

Basically, a school system needs a catalyst somewhere within it to keep the issue of equal opportunity central in policy decisions. A well-defined and active Title IX/Chapter 622 Advisory Committee can be that catalyst.

Shawsheen Tech has been urged to form another Title IX/Chapter 622 Advisory Committee. Members would be drawn from the following groups: teachers who served on the original self-evaluation committee, the OPTION Regional Collaborative, the Shawsheen School Committee, the vocational programs advisory committees, the Student Advisory Council, and other students and staff who were active in OPTION. Such an approach of involving all relevant groups is recommended to all school systems.

Project OPTION staff worked closely with pilot town administrators throughout the project's duration. Inservice courses and workshops for teachers were planned with central office administrators. Appropriate salary increment credits for teachers were obtained by petitioning the respective school committees. Middle school activities were made possible by the cooperation of the principals in each pilot school. The Attitude Toward Sex Roles Survey was authorized by each pilot town school committee. The Career Education Liaison Committee was useful in suggesting resources for purchase and methods for utilization of the materials in the district.

Training Workshops

The town of Billerica created a Title IX/Chapter 622 Advisory Committee this past year (1978-79). The Title IX/Chapter 622 Coordinator contacted the Project OPTION Director and asked to have a series of workshops done for the Advisory Committee and the newly created Title IX/Chapter 622 Self-Evaluation Task Force. A three-part workshop design was created and implemented by the Project OPTION Director. A complete workshop outline is presented here for ease in replicating such a workshop design. Eighteen of these teachers enrolled in the follow-up OPTION staff development workshops held after school to gain additional skills in reviewing materials. (Those workshops are described in pp. 58-64 of this report.)

The Task Force is currently conducting both the Title IX institutional self-evaluation and the annual Chapter 622 self-evaluation of the Billerica Public Schools. The advisory committee workshops generated enthusiasm for active efforts to reduce stereotyping. One activity involved a Project OPTION staff member speaking to the Parent Advisory Council at the Parker Elementary School in Billerica on the negative effects of stereotyping. Despite the fact that there is a score of hard working individuals on the advisory committee, the Billerica Title IX Coordinator reports that it is difficult to generate sustained interest and commitment from all the members of the committee. The bulk of the work is being done by a small group of people. This experience is not uncommon. A reevaluation of committee membership is recommended as well as an exploration of ways to integrate the taskes of self-evaluation into the professional roles of teachers and administrators.

TRAINING WORKSHOP DESIGN

For:

Billerica Public Schools Task Force on Chapter 622/Title IX Self-Evaluation & Title IX/Chapter 622 Advisory Committee

Dates:

I December 7, 1978 3 pm – 5 pm
II January 4, 1979 3 pm – 5 pm
III February 1, 1979 3 pm – 5 pm

Location:

Billerica Memorial High School Cafetorium (I & II)
The Home Economics Room (III)

Invited Participants:

Title IX/Chapter 622 Advisory Committee
35 members (19 administrators, 7 parents, 2 students, 6 teachers & 1 counselor)
Task Force on IX/622 Self-Evaluation
38 members (33 teachers, 2 counselors, 1 administrator, 2 students)

Actual Participants:

Session I & II:
46 people (3 students, 2 parents, 41 educators)

Session III:
16 people (11 educators, 4 parents and 1 student)

Workshop Leader:

Maureen Lynch, Project OPTION Director
Shawsheen Valley Technical High School

Goals:

Session I

1. To make participants more aware of their own biases.
2. To help participants understand the concepts involved in sex equity.
3. To show participants the negative effects of bias and stereotyping.

Session II

1. To help participants identify examples of bias.
2. To help participants understand the scope of the laws prohibiting discrimination (Title IX and Chapter 622).
3. To familiarize participants with existing tools for self-evaluation.

Session III

1. To help participants develop a system-wide plan to reduce bias and discrimination.
2. To assist in setting up the mechanisms for self-evaluation under Title IX & Chapter 622.
3. To identify specific areas needing attention and persons responsible for corrective actions within appropriate timelines.

WORKSHOP OUTLINE – SESSION I

I. **Introduction to the Workshop** (5 minutes)
Goals, workshop format, etc.

II. **Introduction to Each Other** (5 minutes)
Stand.
Introduce yourself to someone you don't know.
Tell them your name, position, school, background, how you feel at the end of a long day and what you hope to gain from the workshop.
Repeat process (1 minute per person)

III. **Attitude Survey** (20 minutes)
Administer survey forms (Appendix C).
Explain purpose and other groups surveyed through Project OPTION.

IV. **Exercise:** *Myths* (10 minutes)
On blackboard list qualities describing the ideal man and the ideal woman. Ask for exceptions and show similarities across gender lines.
Handout: *Myths and Realities* (Source: Women's Bureau, U.S. Dept. of Labor)

V. **Slide/Tape** (20 minutes)
Man & Woman: Myths & Stereotypes (The Center for Humanities, 2 Holland Ave., White Plains, NY 10603)

VI. **Exercise:** *Male/Female: Pros & Cons* (20 minutes)
Privately answer "I'm glad I'm a man/woman because... "I'm sorry I'm a man/woman because...

VII. **Definition of Terms** (5 minutes)
Handout (Appendix E)

VIII. **Limiting Effects of Stereotyping** (8 minutes)
Handout: *Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators* (Source: Community Service Education Dept., New York State College of Human Ecology, Cornell University, Ithaca, N.Y. 14853, pp. 5-6).

IX. **Film**
The Time Has Come (25 minutes)
(Third Eye Films, 12 Arrow St., Cambridge, MA 02138)
Brief large group discussion.

X. **Summary & Evaluation** (2 minutes)
Concluding remarks.

Total Time: 2 hours

WORKSHOP OUTLINE – SESSION II

I. **Introduction to the Workshop** (20 minutes)

- Summary of Session I
- Goals of Session II
- Results of Attitude Survey
- Implications of self-evaluation...change
- Handout: "Conditions, Actions & Stages of Change" (Appendix H)

II. **Identifying Bias and Stereotyping in Schools** (30 minutes)

- Film – *When I Grow Up* (Motorola Teleprograms, Inc., 4825 N. Scott St., Suite 23, Schiller Park, Illinois 60176
  - Large group discussion – (Leader's Guide with film)
  - Feedback
  - Questions and answers
  - Begin to think about Billerica schools
- Read: "How Sexist Am I?" (Amanda Smith, New Pioneers Project, Department of Public Instruction, Raleigh, N. Carolina)

III. **The Laws** (20 minutes)

- General presentation
- Title IX/Chapter 622 information display

IV. **Case Studies** (30 minutes)

Break up into small groups by specialty area:

1. Administrators and community
2. Guidance
3. Physical Education
4. Subject Teachers

Discuss sample cases taken from *Implementing Title IX: A Sample Workshop,* Department of Health, Education and Welfare.

V. **Evaluation Tools** (10 minutes)

- Description – people and materials
- General discussion in large group
- Handout: "Fact Sheet on Textbooks and Media" (Source: *Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators* (Community Service Education Dept., New York State College of Human Ecology, Cornell University, Ithaca, NY, pp. 59-60).

VI. **System-Wide Planning** (10 minutes)

- General discussion
- All staff shares in the responsibility of compliance
- Evaluate one's own programs and behavior
- Advisory Committee will establish an "Action Plan" for self-evaluation

Total Time: 2 hours

WORKSHOP OUTLINE SESSION III

I. **Introduction to the Workshop** (15 minutes)
  - Introductions
  - Goals of workshop
  - Summary of workshops held for Title IX/Chapter 622 Task Force

II. **General Discussion & Brainstorming** (40 minutes)
  - Brainstorming of self-evaluation strategies
  - Identifying potential problem areas
  - Review of self evaluation tools available (Appendix I)

III. **Key Issues in Planning a System-Wide Self-Evaluation** (20 minutes)
  - The problems of coordination time and commitment
  - "Sequential Model for Achieving Sex Equality" (Appendix J)

IV. **Develop Action Plan for Self-Evaluation** (45 minutes)
  - Overall coordination for system
  - Building responsibility
  - Teacher's responsibility
  - Presentation of results of evaluation
  - Plan for corrective action
  - Guidelines for self-monitoring (Appendix K)

Total Time: 2 hours

Compliance Efforts in the District

In an effort to assess the needs of the schools in the Shawsheen Valley district with respect to Title IX/Chapter 622 compliance efforts a letter was sent to all the Title IX/Chapter 622 Coordinators in the district asking for a Title IX/Chapter 622 status report. The following summarizes the information received:

TITLE IX/CHAPTER 622 ANNOUNCEMENTS

Both Title IX and Chapter 622 require that information on the laws and grievance procedures be sent out yearly to students, staff, parents and community.

- Two towns and the regional voc-tech mentioned that they include a notice about Title IX and Chapter 622 in their high school student handbooks.
- All five towns also send out an additional notice which includes a summary of the laws, the name and address of the Title IX Coordinator and (in four towns) the complete grievance procedure. (See Appendix L).
- One of the towns mentioned that they have posted this information in all school buildings and written up articles for school and community newspapers.

Recommendations:

- Continue to publish information about Title IX and Chapter 622, including specifics on the grievance procedures, on a yearly basis in student handbooks, faculty handbooks, and newsletters sent home. The information should also be posted on bulletin boards in schools and in community and school newspapers.
- Not all towns were specific about the identity and location of the Title IX Coordinator and the steps of the grievance procedures. This information should be clearly spelled out.
- Encourage students to get involved. One Shawsheen Tech junior is currently writing a description of how Title IX affects shop choices for inclusion in a Guidance Handbook for incoming freshmen students.

ACTIVE EFFORTS

Some towns have been more active than others in their efforts to reduce stereotyping:

- The Town of Wilmington has developed good workable strategies, including; inservice workshops for elementary school teachers, consciousness-raising workshops for administrative personnel, standard EEO agenda items at all meetings, a policy of affirmative action adopted for programs and employment practices and continual self-evaluation assignments.
- In addition to a thorough self-evaluation, the Town of Bedford has made good use of their Title IX/Chapter 622 Committee in a number of ways. Members of this committee conducted workshops for administrators to explain the laws and for high school academic departments to demonstrate how to examine curriculum material. In addition members of the committee make themselves available to help teachers with curriculum issues and to teach demonstration

lessons on sex-role stereotyping in individual lessons. One such unit, "Facts and Feelings in the Development of Black Awareness" used in the elementary school of Bedford was published in Massachusetts Department of Education's publication, *Resources for Schools No. 6: Implementing Chapter 622.*

- The Town of Tewksbury has conducted workshops for all elementary teachers on evaluating instructional materials under Chapter 622. An excellent system for checking compliance progress has been developed and is in use on a yearly basis. (See Appendix M and N). Eleven non-compliance issues were identified and corrected within one year using this system.

- Shawsheen Tech has been active in complying with Title IX and Chapter 622. A list of active efforts and suggested follow-up is included. (p. 107)

  A meeting held with the Project OPTION Director and the Superintendent and Title IX/ Chapter 622 Coordinator at Shawsheen Tech resulted in a commitment to consider the necessary follow-up strategies. Likewise fourteen problem compliance issues were identified and will also be investigated for remedial action.

Recommendations:

- Workshops for all staff be conducted on a regular basis. Consciousness raising, information on the laws and active implementation strategies are all necessary components of staff training. The Commonwealth Inservice Training Institute is a good source of financial assistance. For more information, contact the Northeast Regional Education Center.

- Compliance monitoring must be done on a regular basis. Departmental workshops can be held yearly for this purpose.

- Funding for model programs is available through P.L. 94-482, and Title IV C. Regional Department of Education staff can help develop proposals. In addition, the Women's Educational Equity Act (WEEA) is another good source of funding. Contact WEEA Programs, 400 Maryland Avenue, S.W. Washington, D.C. 20202.

- An active advisory committee is highly recommended to initiate and implement active efforts to comply with Title IX and Chapter 622.

PRIORITY AREAS & STRATEGIES

Priority areas mentioned were continued staff and student awareness, and more thorough curriculum reviews. Strategies for these areas include; workshops, active advisory committees, task forces and administrative reminders.

PROBLEMS IN IMPLEMENTATION

No money, no release time and administrative time constraints were all mentioned as problems affecting implementation.

Recommendations:

- Utilize advisory groups, including Parent-Teacher Organizations, Teacher's Associations as well as the Title IX/Chapter 622 Advisory Committee to help plan and follow through on ideas.

- Evaluate all staff in terms of their individual compliance efforts. Make this part of the yearly evaluation process. All staff shares the responsibility for implementing the laws.

- Involve students in awareness activities and curriculum reviews.

- Set up a formal compliance plan complete with time lines and persons responsible.

- Offer inservice credit for teachers as an incentive to sign up for regularly scheduled workshops.

- Work with the Merrimack Education Center and other professional development centers and urge them to offer credit-bearing courses on reducing sex-role stereotyping.

- Seek help from the Department of Education and the New England Equal Education Center (121 Sigourney St., Hartford, Connecticut 06105) in sponsoring inservice workshops and planning compliance strategies.

- Set up a co-coordinator system for Title IX/Chapter 622 compliance efforts. One person can concentrate on the legal requirements and grievance issues and the other person can initiate creative programs in the system. aimed at increasing awareness for teachers, parents and students.

Shawsheen Tech Title IX/Chapter 622 Compliance Efforts

COMPLIANCE EFFORTS	FOLLOW-UP NEEDED
Athletic Survey	
One survey was conducted by Project SCEE students and the Physical Education staff.	Physical education offerings should be in line with student interests. Such a survey *must* be conducted yearly. A process must be developed for this survey. Students should continue to be actively involved.
Curriculum Review	
Fifteen teachers took the Project OPTION course, "Strategies Toward Reducing Sex Bias" this past summer (1978). They reviewed some of their textbooks and devised active plans to supplement biased texts.	Follow-up reports should be requested on these efforts and kept in the open Title IX file. A thorough review of all teaching materials has not yet taken place and must be done on a yearly basis. A process must be initiated whereby all texts and any new materials are reviewed systematically.
Admissions Plan	
Project OPTION has functioned as the main vehicle for compliance with the required Admissions Plan Update.*	A follow-up plan needs to be developed to continue the activities initiated by OPTION.
Title IX/Chapter 622 Advisory Committee	
An advisory committee was formed in 1976 and was active in conducting faculty workshops and the required Title IX self-evaluation.	A permanent Title IX/Chapter 622 Advisory Committee composed of teachers, parents, administrators and students should be formed. This group could meet monthly to monitor compliance, deal with grievances, keep up on current interpretations of the law, encourage active efforts, and inform the school and public on current developments in efforts toward equity.
Title IX/Chapter 622 Self-Evaluations	
A preliminary evaluation was done in 1976.	The results of the original and yearly self-evaluation reports need to be organized into a compliance plan with specific goals, time tables and people responsible for each task. This has not been done for evaluations undertaken to date.
Inservice Teacher Education	
Two faculty workshops and one course has been offered to Shawsheen teachers.	A formal request should be made to the Merrimack Education Center, the Massachusetts Association of Vocational Administrators, the Massachusetts Teachers Association and other organizations to offer professional development courses in the area of bias and discrimination on a regular basis. School committee members and administrators should be encouraged to participate in such sessions as well. All such activities should be documented and kept in the open Title IX file.
Bulletin Boards	
The bulletin board across from Culinary Shop has been used by Projects SCEE and OPTION to post information about the laws.	A specific individual or group should be assigned to keep that bulletin board neat and accurate, with new displays posted periodically.
Project SCEE	
Project SCEE involved over 30 students in activities relating to Title IX/Chapter 622.	Another vehicle for involving students in active compliance efforts needs to be developed.
Public Relations	
Shawsheen has had several articles in local papers on students on nontraditional shops.	The staff needs to be encouraged to write P.R. articles on a regular basis.

**This is a compliance document required by the Division of Occupational Education, Mass. Department of Education.*

INVOLVING PARENTS

Parents play a crucial role in the career decisions made by their sons and daughters. It is important for schools to reach out and involve parents in career education activities. In addition, since attitudes toward roles appropriate for men and women are also strongly influenced by what young people see at home, parents should examine the model they themselves are presenting. Parents need to be sensitized to the negative consequences of narrow stereotyping. They need to be encouraged to help their sons and daughters consider all career options open to them. Young people need parental support in their vocational preparation, particularly in nontraditional endeavors.

The decision to attend the regional vocational school, a private high school or the town comprehensive high school is often the subject of family discussion. The middle schools send communications home to inform parents of the different high school options available. Similarly, the Shawsheen Tech applications and shop choices are sent home for parental signature.

Project OPTION sought to involve parents in several ways, including:

OPTION Regional Collaborative

Parents were invited to serve on the regional collaborative in order to advise OPTION staff on the needs of parents and students. Several parents were quite active in the collaborative and volunteered many hours evaluating materials in the OPTION Resource Center.

Career Expos

Parents were contacted to volunteer as speakers for the career expos held at the pilot middle schools. They were also invited to attend the expo with their son or daughter. Burlington chose to hold their career expo at night so that parents would be able to attend. Over three hundred students and their parents did attend that career night.

Attitude Survey

Parents of eighth grade students in the middle schools were asked to fill out the *Attitude Toward Sex Roles Survey.* Letters from the principals were sent home explaining Project OPTION and the purpose of the survey. Responses were received from a total of 375 parents from the two pilot towns. Results can be found in pp. 17-21 of this report.

Open House at Shawsheen

Each year at Shawsheen Tech parents of eighth grade applicants are invited to a Parent's Night. The purpose of the evening is to give parents the opportunity to tour the school and talk to some of the instructors so they can better advise their youngsters on shop selection, etc.

In the spirit of compliance with Title IX and Chapter 622, the Guidance Department at Shawsheen has tried to approach parents regarding equal vocational opportunities for both girls and boys. Two years ago the Placement Counselor spoke to the parents about expanding opportunities in the labor force for women and minorities. Last year the Title IX Coordinator spoke to the parents about Title IX and Chapter 622 and equal vocational choices. She encouraged parents to help their sons and daughters see themselves as unique individuals capable of succeeding in many different careers. This year Project OPTION put on a special workshop for parents highlighting Shawsheen students who are in nontraditional shops.

The program was designed to give parents and students a chance to talk to Shawsheen students directly about their reasons for a nontraditional course of study. The agenda was as follows:

- Opening remarks - Welcome.
- Panel discussion with Shawsheen students in nontraditional shops.
- Question and answer session.
- Tours of shops.

Students in the counseling support group (described previously in pp. 95-96) helped plan the program. Volunteers were solicited for the panel discussions and sample interview questions were discussed at group sessions and included:

- Why did you pick the shop you are in?
- How do the other students treat you?
- How do your parents feel about it?
- Do you like it? Why/why not?
- Do you think there's a future in it?
- How do your friends feel about it?
- How do your teachers feel about you being in their shops?
- Was there anybody that influenced you in your decision to pick that shop?
- Do you feel you are being treated equally?
- What are the advantages/disadvantages of being in that shop?
- Do you like the work involved?
- Do you feel as though you are a minority in your shop?
- Do you feel as though you are less of a boy/girl because you are in an all boys'/girls' shop?

The resulting videotape, *Date to be Different*, is available for loan through the OPTION Resource Center at Shawsheen Tech.

Prior to the evening, middle school counselors were asked to send lists of applicants interested in nontraditional shops. Letters were sent home to parents inviting them to the workshop (See Appendix O). Some middle schools sent the letter home to all parents of Shawsheen applicants. In addition, a notice was put in local newspapers.

About 300 parents attended the general parents' night. Many stopped in on the workshop for a few minutes as they passed by the library. Some parents and students talked informally with Shawsheen students and together toured the shops. Those who came said they were glad to have a chance to talk to the students. It helped to ease the fears of an eighth grade girl interested in Plumbing and one in Small Engines. That was our plan.

If such an activity were to be put on at a future date, we would suggest:

- Send a letter home to all applicants and parents inviting them personally.
- Increase time for general discussion.
- Include parents of Shawsheen students in the panel.
- Involve shop teachers.
- Brainstorm with participants for future awareness activities, including working with ninth graders in shop exploratories.
- Ten minutes presentation on new career options in light of technological advancement.
- Slides showing students at work in nontraditional shops.

- Sex bias awareness workshop for parents.
- Posters showing students in nontraditional shops.
- Display of sex fair teaching materials.
- Student guides from nontraditional shops to talk with parents informally as they tour the school.

Newspaper Announcements

All project OPTION activities were written up in local papers. Parents were encouraged to attend all activities.

INVOLVING EMPLOYERS AND COMMUNITY GROUPS

Every effort should be made to involve business, labor and community groups in any project relating to sex bias and career awareness. Project OPTION used three strategies for this purpose:

- The Regional Collaborative
- Speakers for Career Day/Night
- Placements for the Career for a Day Program

In soliciting people for the Regional Collaborative we found that more educators than industry representatives were volunteering. The breakdown was as follows: Educators (25), Students (9), Parents (4), Business and Industry (5), for a total of 43 members. In con tacting businesses and industries in the area, we found that they were interested in assisting us in more specific ways. We, therefore, approached them for speakers for the Career Expos and for placement sites for students in the Career for a Day Program. (See pp. 51-53).

An excellent example of how community resources can be made available to schools is the New Horizons project directed by Richard Breen, one of the OPTION Regional Collaborative members. Operating out of the Northern Middlesex Chamber of Commerce* under a grant from the State Employmenr and Training Council of the Department of Manpower Development, the New Horizons staff took a survey of the businesses in the greater Lowell area asking them what kind of resources they could make available to schools that would enhance students' career awareness and experiences. The result is a complete handbook listing these industry resources, including work-study placements, tours, films, internships, on-the-job training, etc. Teacher training workshops designed to help schools utilize such resources will be conducted during the coming school year (1979-80).

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*(144 Merrimack Street, Suite 301, Lowell, MA 01852)

SUGGESTED ACTIVITIES FOR HIGH SCHOOL STUDENTS

Involvement in Project OPTION

In addition to involving voc-tech students in the recruitment effort many other avenues exist for involving students in activities aimed at reducing bias and stereotyping. Throughout the duration of Project OPTION, Shawsheen students were actively involved. As members of the Regional Collaborative, they advised OPTION staff in planning activities for the middle school students. Some served as speakers at Career Day and Night. Others helped review curriculum materials for the Resource Center and maintained bulletin boards full of information on the laws and pictures of role models in nontraditional careers. Students were also active as tour guides and panel speakers at the Open House.

Awareness Workshops and Compliance Reviews

As the support group developed, students began to take more control and responsibility in leading the group and planning activities. One such activity involved meeting with all ninth grade girls at the end of the exploratory period to help encourage any who were interested in nontraditional shops to feel confortable to make the decision. These students will be invited into the group. Many ninth graders commented on how helpful it was to get a chance to talk with the other students in the nontraditional shops. It did a lot to ease their fears.

Another series of workshops was planned and conducted by Susan Riley, a support group member, who received training from Project SCEE. Project SCEE, Student Commitment to Educational Equity, was a project funded by the Women's Educational Equity Act through the Bureau of Student Services in the Massachusetts Department of Education. Shawsheen was involved in that project for one year during which time students and staff received training on running awareness workshops. Susan then planned a three-part workshop which she conducted for the support group. The topics included: sex role stereotyping and personal awareness, Title IX and Chapter 622 information, and conducting a self-evaluation. The students were given different areas of school functions and took questionnaires around and interviewed faculty and administrators on their compliance efforts. A report on their findings is being prepared for presentation to the Title IX/Chapter 622 Coordinator.

Susan is currently writing a set of booklets describing how to set up and run a support group and conduct workshops on various issues concerning bias and stereotyping.

PUBLICITY STRATEGIES

Throughout the duration of Project OPTION every effort was made to keep colleagues and members of the community informed of project activities. A chronological summary of public information efforts follows:

December, 1977

An announcement of Project OPTION funding and a description of the project appeared in all the local papers.

January 25, 1978

The project director spoke about Project OPTION at the Career Guidance Leadership Institute held at the Colonial Inn in Wakefield and sponsored by the National Alliance of Business, Shawsheen Tech and the Department of Education.

February, 1978

A description of the project was printed in the Massachusetts Vocational Association Newsletter. (See Appendix U)

March, 1978

Project OPTION was described in the *Rampage*, the student newspaper at Shawsheen Tech.

March 30, 1978

The project director presented Project OPTION at the Title IX statewide conference, "Seeking Educational Equity," held at the Park Plaza Hotel in Boston and sponsored by the Department of Education.

April 27, 1978

The project director was interviewed by Estelle Shanley on Channel 6 (cable TV) concerning Project OPTION.

June 8, 1978

The project director was a panel speaker at a conference, "Technical Careers: Pathways to the Future" held at Wentworth Institute in Boston and sponsored by Wentworth and the Boston Globe.

September, 1978

Project OPTION is described in *Resources for Schools: Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools*, a publication of the Massachusetts Department of Education.

October 10, 1978

Presentation of Project OPTION to the Burlington School Committee.

October 11, 1978

Presentation of Project OPTION to the Burlington School Administration.

October 24, 1978

Presentation of Project OPTION to the Massachusetts Board of Education.

October 27, 1978

The project director conducted a workshop on Project OPTION ideas at the "Middle School Educator's Workshop" at the Sheraton Tara in Braintree and sponsored by Project ERR of the Department of Education.

November, 1978

Career Day in Billerica and Career Night in Burlington were written up in local newspapers.

January, 1979

The opening of the resource center was written up in several local newspapers.

February - May, 1979

Other local newspapers have shown interest in Project OPTION activities. New articles are continually being written.

March 29, 1979

The project director co-conducted a workshop with the Title IX/Chapter 622 Coordinator at Minuteman Tech in Lexington, on "Strategies to Overcome Sex Stereotyping in Occupational Education". The workshop was part of the Spring Forum sponsored by the University of Massachusetts School of Education. (See Appendix V).

May 1979

The results of Project OPTION were presented to the Burlington School Committee.

THE RESOURCE CENTER

(Submitted by Roberta Dixon, Project OPTION Staff Member and Resource Math Teacher at the Marshall Middle School)

Too much, too little, or just right - that's a decision the Shawsheen Regional District will have to make. It's their "OPTION".

One of the major strategies to be accomplished through Project OPTION was the creation of a resource center.* Now, in 1979, a Project OPTION Resource Center has been established to provide a central location for information and curriculum materials concerned with sex equity and career education for the Shawsheen Valley Regional District. The center is also a means of promoting an awareness of sex-fair teaching strategies and programs, and nontraditional career opportunities. Students, teachers, parents, and community members are encouraged to use the resource center materials in classrooms, at home and at work as well as to make use of the resource center as a place to share their ideas and experiences. It's important to remember that the Project OPTION Resource Center is a reference center for people to examine and explore. No one book, film or educational program is recognized as best. Individuality and a school's existing programs will determine which of the various materials might best be utilized. The Resource Center has no counselors or quick, complete solutions. It's people's "option" to find out what's best for them.

The Project OPTION Resource Center is located in the library of the Shawsheen Valley Regional Vocational-Technical School, a lending library for residents and employees of the Shawsheen Valley School District. Information regarding sex equity and career education found in magazines, journals, or newspapers has been catalogued in vertical files for perusal. Individual books and AV materials (films, tapes) as well as units of materials for library displays and/or classroom use are available. A *Quick Reference Guide* has been developed to help locate the materials needed according to a variety of categories. These guides will be distributed to libraries in the surrounding Shawsheen school district. For further information, such as publisher or copyright, on the titles listed in the *Quick Reference Guide,* call the Shawsheen library. To get an idea of what the material may be about, visit the Shawsheen library and check the *Evaluators' Handbook.* This handbook is composed of student, parent, and/or educator evaluations of the materials available. Some suggestions for the use of this material may also be indicated. The Shawsheen library is usually open from 8 am to 4:30 pm, Monday through Friday.

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*See Appendix P for a brief description of the OPTION Resource Center.

A STEP-BY-STEP ACCOUNT OF HOW TO SET UP A RESOURCE CENTER

There were basically five steps to creating and developing the Project OPTION Resource Center:

- Accumulating information
- Previewing and reviewing material
- Consolidating and cataloging materials
- Creating review books of available materials
- Locating and setting up the physical resource center

Accumulating Information

In February 1978, nine members of the Project OPTION staff began researching for materials concerning sex equity and career education. After perusing catalogs, checking with people already involved in career education, and looking in town and university libraries, lists of resource materials available were compiled. Using form letters, individual staff members wrote out their requests for information. Correspondence was maintained through the Project OPTION secretary. By November 1978, over 447 books, AV materials, pamphlets and articles had been received.

Previewing and Reviewing

The material and information on sex equity and career education came in "dribs and drabs." Informal assessing of audio-visual and preview materials was made by staff members during scheduled staff meetings. Teachers in the summer inservice course also evaluated some of the new materials. Some written accounts were kept.

Formal assessment of books, films, pamphlets, etc. were accomplished through written reviews. At first, two forms were developed – a Curriculum Review Form and a Curriculum Unit Guideline form. These review sheets were similar yet different. The Curriculum Review Form was basically an evaluation form. The Curriculum Unit Guideline form was a more in-depth evaluation of what the material actually presented and how it could be used in learning situations. The latter review was to be used as part of a comprehensive directory. It appeared that to fill out both forms was sometimes repetitious. Non-teachers (parents, students, community evaluators) felt uncomfortable with the Curriculum Unit Guideline Form as they were unfamiliar with detecting goals or writing objectives. Consequently, sections from both curriculum forms were put together to create a new all-encompassing Curriculum Review Form (See Appendix Q). Sample Curriculum Review Forms with examples of what to look for in the materials being evaluated were also made and distributed to reviewers.

The biggest obstacle to reviewing all the Project OPTION materials received was getting the evaluators. All educators, parents, and students were invited to help review. A request for OPTION Resource Center volunteers was initially sent to all members of the OPTION Regional Collaborative. The response was very small. A list of student aides who might help was also compiled, however, like the adults, few students came to help. The next plan of attack was to bring parents and educators together at a scheduled group meeting to help with the evaluating. Again letters were sent to collaborative members inviting them to preview resource center materials and to be part of a "Critique Day." (See Appendix R, S and T). A general invitation was also extended to the public through articles in local newspapers. Groups were set up to evaluate the materials. Specific directions for group leaders were supplied which helped focus the review process. This approach was fairly successful. Another avenue pursued was to have Shawsheen students review materials during their English and Social Studies classes. Some reviews were completed. However, the teachers felt that it was often difficult to match a student's interests and reading abilities with appropriate books. The final attempt at getting the books and materials evaluated was to make it part of the OPTION Staff Development Workshop. This seemed to be the most feasible method.

Written directions for actually doing an evaluation were available in the Project OPTION work room. At first, a chart was used to keep track of what materials had been reviewed. Later, as more materials were received, the materials were separated. Evaluated materials were placed on labeled shelves and unevaluated materials were kept on movable carts. (Movable carts are useful in that materials could be easily brought to classrooms and offices to be evaluated there.) Plenty of blank review forms could be found on a labeled tray. Large manila envelopes were used to collect completed Curriculum Review Forms.

Consolidating and Cataloging Materials

Due to the plethora and variety of materials that were obtained for the Project OPTION Resource Center, it was necessary to create subgroupings. These groupings would provide general identification of materials as well as make the center easier to manage. After careful perusal of all the materials, four subgroups were created:

- Awareness Strategies/Laws
- Male/Female Roles
- School Programs
- Career Options

AWARENESS STRATEGIES/LAWS deal with leading workshops, teacher training, student awareness, and community education. These materials try to increase student, parent, educator, and community awareness of the negative consequences of sex bias. Up-to-date Chapter 622 pamphlets on the law as it regards sex discrimination in education are also included.

MALE/FEMALE ROLES covers a larger range of general books and materials. Socialization, parenting, and biographies are major items of interest in the subgroup. Again, awareness of negative consequences of sex bias is pointed out in these books and materials.

SCHOOL PROGRAMS is concerned with reducing the influence of sex role stereotyping on student career choices and promoting sex-fair teaching strategies. Materials which cover such areas as curriculum review, classroom activities, physical education, supplemental materials, career awareness activities, and decision making are included. Commercial programs as well as out-of-state programs are part of the subgroup.

CAREER OPTIONS utilizes reference books and is also involved with topics such as nontraditional careers for women and labor statistics. This subgroup depicts the career opportunities available to women and men, and tells how one might go about achieving these careers.

Although four subgroups were created, the materials in each group may not just pertain to that group. The materials were divided up carefully, but arbitrarily, and are therefore, not binding. Overlapping of subject matter between the subgroups is common.

Shelves in the Resource Center were divided so that each subgroup would have its own area. This physical division was helpful for now the materials in each of the four subgroups were further separated into three media categories. The material was classified as either a book, an article/pamphlet/magazine, or an audio-visual material/game.

By working on one subgroup at a time the title, author, and type of media of each piece of resource center material was recorded on index cards. These cards were separated according to the three media categories. Within categories, the cards were placed in alphabetical order according to title. Now it was possible to put together a rough draft of materials known as the Preliminary List of Resource Materials. This rough draft enabled the OPTION staff to present a preview of available resource center materials to the regional collaborative members. The rough draft was also used as a check off list for completed evaluations. Additions, deletions, and corrections were constantly made until a master draft evolved. An up-dated list of resource materials will be printed and distributed to area libraries in the Shawsheen school district.

The resource materials were to be set up according to subgroups in a corner of the library. A part-time person was hired to do the "library" work. She decided on a color label system for coding the books, games and materials. Each resource material was then given an appropriate label and shelved alphabetically by title in the Project OPTION collection. Corresponding cards with color labels were made for the regular library card catalog. This identifies the materials as part of Project OPTION and will help persons in the library when reshelving or when looking for materials. Library cards with color labels were also made for each item. A Shawsheen student pasted library pockets in all the materials. Pamphlets, articles and magazines were placed in appropriately titled vertical storage boxes. Listings of all information within each box were written.

Creating Review Books*

To make a review book it was important to get at least one evaluation for each resource material. Any review not on a Curriculum Review Form was transferred to one. The review forms were separated into the four major subgroups and then alphabetized according to title. An Evaluator's Handbook was now ready to put together.

Due to the thickness of all the review forms together, four smaller Evaluator's Handbooks were devised. Each handbook represented one of the four major subgroups. A short introduction and a Quick Reference Guide is found at the beginning of each handbook. Within the handbook are all the evaluations done on books and materials listed in that particular subgroup.

The Quick Reference Guide is a cross-index section for the materials in the particular subgroup. In graph form, the title of each material is listed down the left side of the paper. Across the top are selected topics which pertain to the materials. Through the use of evaluations and personal reviews, materials and topics were matched. (Once again, remember that the matching was done carefully and thoughtfully, but it was also done arbitrarily. Therefore, be sure to check all books and materials, regardless of the cross-indexing chart, if they seem interesting/informative to you.) The Quick Reference Guide is not only a part of the handbook, but it is also a separate entity distributed to surrounding libraries along with the up-dated List of Resource Materials.

Locating and Setting Up the Physical Resource Center

The location of the OPTION Resource Center was up to the Shawsheen Tech administrators. They discussed the idea for several months. One thought was to move the center to one of the middle schools. However, it was felt that the room would be best located at Shawsheen since it was central to all five towns. Three months later, the resource center location was to be moved to the Shawsheen library. Four months later, the transition from the student workroom to the library was actually made.

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* These handbooks will be printed in 1979-1980 under a P.L. 94-482 grant called "Project S."
Information can be obtained by contacting John McDermott at Shawsheen Tech, (617) 667-2111 x48.

The Shawsheen librarian and area librarians agreed to monitor the circulation of Project OPTION resource materials. A request for loan form was developed and explained to the librarians. Before a person can take materials from the Project OPTION center, he/she must contact an area librarian for a properly signed loan form. On taking out books or AV materials, the Shawsheen librarian and the borrower must also sign and fill out the loan form. It was decided that a firm but flexible two week limit on loans be established. Articles, pamphlets, and magazines taken from the vertical files cannot leave the library.

A visitor's log for the people interested in Project OPTION resource center will be at the main desk. An account of what materials are being used most/least and by whom will be maintained. Suggestions will also be requested.

GENERAL RECOMMENDATIONS – THE RESOURCE CENTER

Accumulating Information

- One person, in conjunction with the Project OPTION secretary, should be responsible for checking all in-coming books and materials.
- A separate book for cataloging all in-coming materials is very important. Individual pages should be set aside for books, pamphlets, school programs, films, games, etc., and in-coming materials should be listed on the appropriate page. The date received, the number of items received, and the price paid should also be recorded.

EXAMPLE

BOOKS

No.	Title & Author	Price	Date Rec'd
3	*The Managerial Woman* Hennig, M. & Jardin, A.	$9.95 ea.	9-7-78

Previewing and Reviewing

- Begin formal evaluations as soon as material is received.
- Assign certain people certain books with deadlines so that the evaluations are done promptly.

Consolidating and Cataloging

- As each new piece of resource material is received, make out an index card with title, author, publisher, and type media.
- Determine subgroupings at beginning, rather than middle, of project.
- Use an index box, divided into sections, to keep information-index cards.
- Plan money for a full-time/part-time librarian as the library work can be technical and very time consuming.

Creating Review Books

- The sooner the evaluations are done, the sooner you can start working on the review books.
- If time, money, and talent are available, typed Curriculum Review Forms are best.
- Binding of the *Evaluator's Handbook* is recommended.

RESULTS

ENROLLMENT STATISTICS

Male/Female Applicant Patterns

One objective of Project OPTION was to increase the female enrollment at Shawsheen Tech. Table I shows the male/female enrollment statistics for 1977-78 and 1978-79.

TABLE 1 MALE/FEMALE ENROLLMENT PERCENTAGES AT SHAWSHEEN TECH

SCHOOL YEAR	Total School (All Towns)		Pilot Towns			
			Billerica		Burlington	
	Male	Female	Male	Female	Male	Female
1977-1978	66%	34%	61%	39%	83%	17%
1978-1979	65%	35%	60%	40%	75%	25%
1979-1980	Cannot be determined until September, 1979					

The number of female students did increase by 1% overall, by 1% in Billerica and by 8% in Burlington. Project OPTION dealt with students who will be part of the 1979-80 statistics which cannot be computed until September, 1979. We can, however, look at the male/female breakdown of applicants and acceptances for the class of 1979-80 in order to see what kind of impact Project OPTION had on enrollment figures. This information is contained in Table 2.

The percentage of males and females applying to Shawsheen has remained constant at 64% and 36% respectively over the past three years. Considering the fact that there are 53% females in the district served, a 36% female application rate is rather low. The pilot towns and middle schools show considerable differences. The male/female applicant rate for Billerica and the Marshall Middle School, specifically, is slowly

TABLE 2 SHAWSHEEN GRADE 9 APPLICANTS AND ACCEPTANCES BY MALE AND FEMALE BY MALE AND FEMALE PERCENTAGES

Grade 9 Applicants										
SCHOOL YEAR	TOTAL DISTRICT		PILOT TOWNS				PILOT MIDDLE SCHOOLS			
			BILLERICA		BURLINGTON		MARSHALL		FRANCIS WYMAN	
	M	F	M	F	M	F	M	F	M	F
1977-78	64%	36%	64%	36%	74%	26%	65%	35%	78%	22%
1978-79	64%	36%	62%	38%	66%	34%	61%	39%	76%	34%
1979-80	64%	36%	59%	41%	77%	23%	60%	40%	79%	21%
Grade 9 Acceptances										
1977-78	59%	41%	55%	45%	74%	26%	52%	48%	71%	29%
1978-79	63%	37%	56%	44%	72%	28%	56%	44%	81%	19%
1979-80	60%	40%	51%	49%	80%	20%	54%	46%	91%	9%

becoming more equal as shown by a steady gain of female applicants from 36% to 41%. If this trend keeps up the Billerica male/female breakdown may well reflect the town population.

The situation is not so balanced in Burlington. The female applicant percentage increased by 8% from 1977-78 to 1978-79, but then dropped back 11% in 1979-80. The drop in female applicants was even more dramatic in the pilot middle school with 13% drop of female applicants this year. One explanation could be that the overall school population in the town of Burlington dropped dramatically last year so students are encouraged to go to the comprehensive high school to prevent teacher lay-offs.

The acceptance rates for males and females reflect similar differences between Billerica and Burlington. The number of female applicants accepted was targeted at 40% for 1979-80 as outlined in the Admissions Plan required under Chapter 622. The percent of female applicants from Billerica was even higher at 49%, but lower from Burlington at 20%. The pilot middle school rates show even greater disparity, however, the acceptances are done by town and not by middle school. In summary, it seems that more female students from Billerica are interested in getting vocational training than those from Burlington. A more thorough analysis of the career aspirations of these populations would help explain these disparities. The final OPTION questionnaire does give some information on this for pilot school students (See pp. 126-129).

Evaluation of Application Trends and Patterns of Students Applying to Shawsheen Tech for 1978 - 1979

(Submitted by Bruce Perkins, Guidance Director, Shawsheen Tech)

A study of application patterns for 9th grade students during the past three years indicates that the female population has numbered thirty six percent (36%) of those applying on a consistent basis. While there has been no change in the percentage of female applicants applying to Shawsheen Tech, there has been some indication that of those accepted, there is some movement away from the selection of traditional career directions. It would appear that there are multiple factors responsible for the lack of significant impact Project OPTION has had to date on application and enrollment trends for 9th grade students.

One cannot overlook the autonomy factor in the relationship between Shawsheen and the district school systems. Although there is a strong commitment level on the part of a significant number of staff members at Shawsheen Tech, ideas and concepts cannot be mandated to junior high schools, middle schools, and elementary schools in the five town vocational district. While ideas can be suggested to middle school instructional and guidance staff, there is no control over activities and functions because of autonomy.

Declining enrollments in several of the school systems, most noticeably the town of Burlington, one of the pilot towns in the Project OPTION program, may also have impacted on application patterns.

The number of applicants from Burlington has decreased significantly from prior years. In addition to declining enrollments, counselor attitudes on the part of district middle and junior high schools may not relect strong support and encouragement for female applicants contemplating nontraditional career directions.

The residual vocational school image is still strong in the eyes of parents of applicants who attended school during an era when vocational schools functioned much differently than the present regional vocational high schools. Although much public relations has been done in this area, the effect of this residual image is still an obstacle toward increasing the number of female applicants. In trying to bring to bear a significant change on previous trends and traditions, it is necessary to have strong support systems for those "pioneers" who are strong enough to resist peer pressure, ridicule, and societal expectations. Such a system is currently working quite effectively at the vocational school. However, without such a system at the middle school and junior high school level, fewer students will probably take a risk to be different.

Finally, the timing of Project OPTION and many of its activities might be considered somewhat late in the developmental myriad of educational and career attitudes and concepts.

The following measures might be taken in order to create a climate more conducive toward the goals of OPTION:

- Workshops and seminars for all middle school and junior high school counselors of high intensity in nature with focus on personal attitudes and bias.
- A similar program for instructional staff focusing on individual attitudes and the subtle ways in which they are part of an instructor's teaching methods and classroom environment.
- The development of a strong support system at the junior high school and middle school level. Although the commitment is strong on the part of a few individuals, the visions and goals of the majority of the staff do not appear to reflect the same commitment level.
- Further expansion in promoting parental workshops involving decision-making processes of their school-aged children and the role in which they themselves play in the process.

In conclusion, the task of opening people to increasing educational opportunities is as complex as the whole science of attitudes. Change will come about and the seeds for that change are being sowed through the efforts of individuals like those involved in Project OPTION. While there is a tendency to want change to happen more quickly, the ingredients of patience and perserverance will be needed to effect significant change of any magnitude.

Nontraditional Shop Enrollment

Another objective of Project OPTION was to increase the number of students choosing nontraditional vocational programs. Table 3 shows the percentage of male and female students in traditionally male, female and sex-neutral programs.

TABLE 3 MALE/FEMALE STUDENT ENROLLMENT* IN NONTRADITIONAL, TRADITIONAL & SEX-NEUTRAL SHOPS

SCHOOL YEAR	**Traditionally Male Shops				Traditionally Female Shops				Sex-Neutral Shops			
	Male		Female		Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1977-78	666	95	36	5	3	1	202	99	92	45	114	55
1978-79	676	93	49	7	3	1	215	99	93	41	134	59

*Figures show grades 10-12. Grade 9 is an exploratory year.

**Traditionally male shops include: Auto Body, Automotive, Carpentry, Drafting, Recreational Vehicles, Plant Maintenance, Heating, Ventilation and Air Conditioning, Diesel, Electrical, Electro-Mechanical, Electronics, Machine, Masonry, Metal Fabrication, Plumbing, Graphic Arts.

Traditionally female shops include: Cosmetology, Business Technology and Health Services.

Sex-Neutral shops include: Chem Lab, Commercial Art, Culinary Arts, Data Processing, Photography.

TABLE 4 SHAWSHEEN MALE & FEMALE STUDENT ENROLLMENT PATTERNS

SCHOOL YEAR	Percent of Total Male Student Enrollment			Percent of Total Female Student Enrollment		
	"Male" Shops	"Female" Shops	"Neutral" Shops	"Male" Shops	"Female" Shops	"Neutral" Shops
1977-78	88%	.39%	11.61%	10%	57%	32%
1978-79	88%	.39%	11.61%	12%	54%	34%

The percentage of female students in traditionally male shops increased from 5 percent to 7 percent from 1977-78 to 1978-79. Male students still dominate these traditionally male shops. Similarly, females still dominate the traditionally female shops with a 99 percent female enrollment. The sex-neutral shops do show a fairly balanced male/female enrollment pattern of 41 percent and 59 percent respectively.

Table 4 shows the percentage of overall male/female choices of shops, 88 percent of the total number of male students in the school continue to choose traditionally male shops, while the female enrollment pattern is more varied.

Only 54 percent of the girls are enrolled in traditionally female areas, 12 percent are in traditionally male fields and 34 percent in neutral areas. As the overall female enrollment increases at Shawsheen and the fixed number of spaces are filled in the three "female" areas of Cosmetology, Health Services and Business Tech, female students are forced to look to other shop areas. One problem here is that the so-called neutral areas are becoming populated by mostly female students. The resistance to entering the fields traditionally for the other sex is still quite strong.

The impact of Project OPTION in this area cannot be assessed until June, 1980 when the students we worked with have completed their ninth grade exploratory program and have selected their permanent shops. A study of the male/female shop breakdown is recommended at that time.

RESULTS OF FINAL QUESTIONNAIRE

A final questionnaire was distributed to students in the pilot middle schools who had participated in Project OPTION activities. The questionnaire consisted of five basic questions:

- Which of the following activities did you learn the most from?
- What did you learn?
- What career do you plan on at this time?
- Do you feel work is important for both women and men?
- Why?

The results will be discussed in three major categories; 1) students' evaluation of OPTION activities, 2) students' career choices and 3) students' views on the value of work for women and men.

OPTION Activities

Students were asked to select the seventh grade activity and the eighth grade activity sponsored by Project OPTION from which they learned the most. Different activities were conducted in each middle school during the seventh grade. The results are listed in Table 1.

66 percent of the Marshall Middle School students said that they learned the most from the field trips. 48 percent said they learned information about careers, while 41 percent said they learned that men and women can do any job.

71 percent of the Francis Wyman Middle School students felt they learned the most from the "What's My Line?" activity. 37 percent said they learned information about careers and 19 percent said they learned that men and women can do any job. (It should be noted, however, that 43 percent did not answer the question regarding what they learned from these activities).

TABLE 1 RESULTS OF STUDENTS' CHOICES OF 7th GRADE OPTION ACTIVITIES THEY LEARNED THE MOST FROM

MARSHALL MIDDLE SCHOOL	STUDENT CHOICES		
ACTIVITY	MALES	FEMALES	BOTH
Field Trips	58%	71%	66%
Speakers on Careers	17%	12%	14%
Opinionnaire on Sex Roles	8%	12%	10%
Career Questionnaire	17%	6%	10%
The Woman's Game	0	0	0
Humanus	0	0	0
Job Hunt	0	0	0
WHAT WAS LEARNED			
Information about Careers	67%	40%	48%
Men & Women Can Do Any Job	22%	50%	41%
Which Career I Want	11%	10%	10%

FRANCIS WYMAN MIDDLE SCHOOL	STUDENT CHOICES		
ACTIVITY	MALES	FEMALES	BOTH
What's My Line?	69%	74%	71%
Sexism in Media	19%	13%	15%
Opinionnaire on Sex Roles	6%	13%	10%
Career Questionnaire	6%	0	2%
WHAT WAS LEARNED			
Information About Careers	18%	55%	37%
Both Men & Women Can Do Any Job	29%	9%	19%
No Answer	53%	32%	43%

TABLE 2 RESULTS OF STUDENTS' CHOICES OF 8TH GRADE OPTION ACTIVITIES THEY LEARNED THE MOST FROM AND WHAT THEY LEARNED

ACTIVITY*	MALES	FEMALES	BOTH
Career Day	58%	59%	59%
Shawsheen Tour	18%	9%	14%
Rap Groups	7%	14%	11%
Sex Role Attitude Survey	7%	11%	9%

ANSWERS TO QUESTION: "What Did You Learn?" **

RESPONSE	MALES	FEMALES	BOTH
Information about careers	17%	48%	31%
What career seems best for me	40%	12%	27%
Wide range of opportunities for men and women	20%	16%	18%
Changing sex roles today	17%	8%	13%
About Shawsheen Tech	6%	16%	11%

*Since only a relatively few students participated in the following activities the results are not included in the above chart: DAT Career Picture, Career for a Day, and the Panel Discussion.

** Only Marshall Middle School students answered this question on the Evaluation Form. Their answers are charted here.

TABLE 3 SUMMARY OF 8TH GRADERS CAREER CHOICES

CAREER AREA	NUMBER OF AREAS		MALES		FEMALES		BOTH	
	No.	%	No.	%	No.	%	No.	%
Traditionally Male	22	63	52	79	14	20	66	48
Traditionally Female	6	17	0	0	26	37	26	19
Gender-Neutral	7	20	6	9	10	14	16	12
Do Not Know	–	–	8	12	21	30	29	21
Totals	35	100	66	100	71	101	137	100

The results of the students' evaluation of activities conducted in grade eight appear in Table 2. Only those activities offered to all students at the Marshall Middle School were tabulated. 59 percent said they learned the most from Career Day. 31 percent said they learned information about careers and 27 percent said they learned what career seemed best for them.

Based on these results it appears that students enjoy talking directly with adults about the work they do. All three top choices, field trips, What's My Line? and Career Day gave students the opportunity to hear people talk about their careers. When the effort is made to incorporate people in nontraditional areas students have role models to look at, thus helping them to open up to career options without regard to sex. As was mentioned earlier, it is important to bring a man and a woman in to speak about their careers whenever possible.

Career Choices

Student responses to the question "What career do you plan on at this time?" appear in Tables 3 and 4.

In order to assess the kinds of career choices students are making and the relationship to their sex, we divided the career areas into three categories; traditionally male fields, traditionally female fields and gender-neutral fields.

The great majority of male students (79 percent) indicated that they are planning to enter traditionally male fields. No boys showed an interest in traditionally female areas. 9 percent are interested in gender-neutral areas and 12 percent do not know which career they want at this time. It appears that stereotyped choices are still the rule of thumb for male students.

A look at female student choices presents a different picture. 20 percent indicated an interest in traditionally male fields, while 37 percent chose traditionally female areas and 14 percent chose gender-neutral fields. This appears somewhat promising until one looks closer at those choices. A full 30 percent do not know which career is best for them at this time. Does this indicate an appreciation of the scope of alternatives and the difficulty of making a choice when one has so many options, or does it indicate that these young women do not see the importance or relevance of career planning for them? Only 12 percent of the boys could not make a career selection. However tentative those choices may be at 14 years of age, the disparity of male/female responses here is significant.

Another point to consider is the number of career choices listed by males vs. females. While twenty-two career areas listed were traditionally male fields, only six were listed under the traditionally female area. Despite the difference in the variety many more girls saw only those six areas as suitable choices for themselves.

While there is evidence that some students have been able to cross over the confines of sex stereotyped occupational choices, most students seem locked into traditional views of work for men as different from work for women.

The Importance of Work for Women and Men

Students' responses to the question concerning the importance of work for men and women are included in Table 5.

TABLE 4 8TH GRADERS CAREER CHOICES

CAREER	MALES	FEMALES	BOTH
Traditionally Male Careers			
Carpenter	8	0	8
Mechanic	7	1	8
Veterinarian	3	3	6
Data Processing	2	3	5
Lawyer	3	2	5
Accounting	3	1	4
Science	3	0	3
Auto Body	2	1	3
Doctor	1	2	3
Drafting	2	1	3
Police Work	2	0	2
Business Management	2	0	2
Military	2	0	2
Machinist	2	0	2
Architect	2	0	2
Pilot	1	0	1
Meteorologist	2	0	2
Electrician	1	0	1
Refrigeration	1	0	1
Truck Driver	1	0	1
Landscaper	1	0	1
Sportscaster	1	0	1
Totals: 22	52	14	66
Traditionally Female Careers			
Secretary	0	12	12
Nurse	0	5	5
Teaching	0	4	4
Cosmetology	0	2	2
Day Care	0	2	2
Sewing	0	1	1
Totals: 6	0	26	26
Gender Neutral Careers			
Athlete	3	1	4
P.E. Teacher	0	3	3
Photographer	1	2	3
Singer	0	2	2
Medical Field	2	0	2
Acting	0	1	1
Model	0	1	1
Totals: 7	6	10	16
Do Not Know or No Answer	8	21	29

TABLE 5 ANSWERS TO "Do You Feel Work Is Important For Both Men & Women?"

ANSWER	MALES		FEMALES		BOTH	
	No.	%	No.	%	No.	%
Yes	34	85	69	99	103	94
No	3	7.5	1	1	4	4
No Answer	3	7.5	0	–	3	3
Totals	40	100	70	100	110	101

SUMMARY OF REASONS FOR "YES" ANSWERS

REASON	MALES		FEMALES		BOTH	
	No.	%	No.	%	No.	%
Financial Need	17	49	24	50	41	49
Equal Rights	8	23	11	23	19	23
All People Should Work	5	14	8	17	13	16
Self-fulfillment	5	14	5	10	10	12
Totals	35	100	48	100	83	100

Although we have seen that most students are selecting careers along stereotyped lines, there does seem to be a good understanding of the fact that work is important for both men and women. 94 percent of all students questioned agreed with the statement. A full 99 percent of the girls agreed as did 85 percent of the boys.

The reasons for these choices indicate a sound awareness of the realities of adult life. 49 percent saw financial need as a reason for men and women to work. 23 percent indicated that equal rights was an important factor in the work world. Additionally, 16 percent indicated that all people should work while 12 percent saw work as contributing to self-fulfillment.

The results of this section of the questionnaire are encouraging in that students do see work as important for both men and women. The reality of work for men and women appears to be accepted even though the nature of that work is still seen as different for men and women based on the career choices listed in Tables 3 and 4.

WERE GOALS AND OBJECTIVES ACCOMPLISHED?

The goals, objectives and accomplishments of Project OPTION are summarized here:

Goal 1:	Reduce the influence of sex bias on students' choices regarding vocational education.
Comments:	This statement should be thought of as a long-range goal requiring continued efforts on the part of all educators in the district. Project OPTION began this effort, but without serious follow-up plans progress will be minimal.
Objective Ia:	Increase female enrollment at Shawsheen Tech.
Comments:	More girls are accepted at Shawsheen each year. Female applicant rates have not increased in all towns. Detailed information on enrollment statistics can be found in p. 123 of this report. Affirmative recruit efforts must continue. Intensive career awareness programs focusing on nontraditional opportunities must occur at the elementary and middle/ junior high level for parents as well as students.
Objective Ib:	Increase the number of students choosing nontraditional vocational programs.
Comments:	More girls are entering traditionally male programs each year in small, but steady numbers. There seems to be more hesitation on the part of male students to enter traditionally female fields. Continued work must be initiated to break down this common occupational stereotyping, particularly at elementary and middle school ages.
Objective Ic:	Increase student, parent, educator and employer awareness of the negative consequences of sex bias and stereotyping.
Comments:	This objective was met through Project OPTION's variety of activities to reduce bias and expand career awareness. This report contains details of these activities.
Goal II:	Increase cooperation between Shawsheen Tech and the sending school systems in reducing sex bias and stereotyping.
Comments:	This goal was reached by the cooperation of the pilot towns and the interest expressed by the Career Education Liaison Committee in following up and expanding on these pilot efforts. The recommended Regional Title IX/Chapter 622 Advisory Committee would steer future activities. (See pp. 132-135 for information on follow-up activities.)

Objective IIa: Expand Shawsheen Tech's role as consultant to the district sending schools regarding vocational education.

Comments: The proposed Regional Title IX/Chapter 622 Advisory Committee and the activities planned to encourage use of the OPTION Resource Center are examples of Shawsheen sharing expertise and resources with schools in the district.

Objective IIb: Involve representatives from each town in the district in a collaborative effort toward reducing sex bias and stereotyping in vocational education.

Comments: The OPTION Regional Collaborative served this purpose. It has been recommended that members of this group be invited to join a permanent Regional Title IX/Chapter 622 Advisory Committee.

Objective IIc: Reduce duplication of effort.

Comments: Again, a Regional Title IX/Chapter 622 Advisory Committee could coordinate efforts. The OPTION Resource Center is centrally located to encourage usage by all towns in the district. It is recommended that all towns contribute materials to the Center for mutual use.

FOLLOW-UP ACTIVITIES

PLANNED FOLLOW-UP ACTIVITIES

Affirmative Recruitment Efforts

Students from nontraditional shops will continue to meet with eighth graders in order to provide them with role models. Workshops will be held for middle school counselors to help them learn how to encourage students to consider *all* career options open to them. Shawsheen will assist middle schools in holding career days.

The Resource Center

The OPTION Resource Center will remain a permanent part of the Shawsheen Tech Library. An Occupational Education grant proposal, "Project S," has been written to provide the center with a library aide during and after school hours so as to make the materials accessible to people coming in from the district. Funds were also requested to cover printing costs of a Resource Directory which would list the materials in the collection and be distributed widely throughout the district. Additional resources will also be purchased next year to update the collection.

Workshops for Counselors

In conjunction with updating the OPTION Resource Center materials under Project S a consultant will be hired to put a series of workshops with middle school counselors in the district to show them ways to utilize the nonsexist career awareness materials with their students. Each middle school will be encouraged to create a comprehensive plan to break down the barriers against choosing nontraditional careers.

Support Group

The Guidance Department will continue to offer a support group for students in nontraditional shops. All NT students will be invited to join on a voluntary basis.

Susan Riley, student leader of the group, is currently writing a draft of a series of booklets based on her experiences in the group. The topics include: 1) How to Set Up a Support Group, 2) How to Run a Title IX Workshop, and 3) A Personal Sketch of the Original Support Group Members. Susan hopes to publish the booklets and disseminate them as widely as possible among other vocational schools.

Film Series

Shawsheen Tech will be part of a series of half hour films to be aired on Public Broadcasting Television in 1980. Shawsheen students were filmed working in their shops and talking about it in the support group. The film project is sponsored by the Women's Educational Equity Act.

Pilot Town Efforts

Both pilot middle schools plan to hold career days next year. The other district schools have shown interest in doing so also.

In addition, Billerica plans to have speakers on careers for sixth graders during study halls and elementary students at the Vining School, and several activities for eighth graders, including: field trips, work shadowing experiences, and expansion of the G.I.S. (Computerized Guidance Information System, Time Share, Inc.)

The Humanities Department at the Marshall Middle School has already made a unit on prejudice a standard part of their curriculum. This year student projects included a cassette presenting sexism in musical lyrics and a filmstrip on women in jobs. Copies of these projects are in the OPTION Resource Center.

Area librarians have expressed interest in displaying and promoting the materials in their school libraries. Career Resource Center Coordinators have inquired about materials they might wish to include in their resource collections.

Journal Articles

To date June Bowser's article entitled "Project OPTION: Targeting 7th and 8th Graders to Heighten Career Awareness and Reduce Bias" has been accepted for publication in the *Career Education Workshop.* (The text appears in pp. 51-53 of this report). All OPTION Staff members have been encouraged to write articles about Project OPTION activities for professional journal articles.

ADDITIONAL SUGGESTIONS

There are many sources of assistance for school systems committed to reducing bias and stereotyping. What follows here are ideas and suggested courses of action.

Consultation

Why reinvent the wheel? Many good ideas have been tested already. People with knowledge and experience can be called in to help plan strategies. A few sources are listed here, many more are listed in the OPTION Resource Center Directory:

- *New England Equal Education Center,* 121 Sigourney St., Hartford, Conn. 06105.
  This is a federal project set up to provide technical assistance to local schools seeking to comply with Title IX. Simply call up and get *free* service.

- *Women's Educational Equity Act Dissemination Center,* Education Development Center, 55 Chapel St., Newton, MA 02160.
  This is the central location to order publications developed through WEEA grants. The collec-

tion is varied and of good quality. The staff is very knowledgeable and will help you find a resource to suit your program needs.

- *Women's Educational Equity Act Communications Network,* Far West Laboratory for Research and Development, 1855 Folsom St., San Francisco, CA 94103.
  This group will provide people with complete, thorough information on any area of women's educational equity upon request.

- *Sex Equity Coordinator*, Division of Occupational Education, Massachusetts Department of Education, 31 St. James Ave., Boston, MA 02116 (617) 727-8140.
  The sex equity coordinator can provide schools with suggestions for action and, via a series of expanding communication networks, link people and ideas around the state and the nation.

- *The Commonwealth Inservice Institute,* Massachusetts Department of Education, 31 St. James Ave., Boston, MA 02116.
  All regional education centers have a person responsible for assisting school systems in developing a statement of need for inservice programs in order to secure funds to hire a consultant to come in and do workshops or other types of technical assistance. It's an ideal way to sponsor awareness and strategy planning workshops for staff.

- *Bureau of Equal Educational Opportunity,* Massachusetts Department of Education, 31 St. James Ave., Boston, MA 02116.
  This bureau has central office and regional staff responsible for coordinating EEO compliance and information for active efforts. Call your regional education center and ask for the Chapter 622 Coordinator to check on services provided.

Recruitment Ideas

The following are suggestions not previously mentioned for recruiting students into nontraditional careers. It is by no means complete, but rather is presented to serve as a catalyst for action. Other ideas appear in pp. 55-56, 93-94, 95, and 108-110.

- Have middle school students spend a day working in nontraditional shops along with a high school student.
- Produce a videotape showing students working in each nontraditional shop and discussing their career plans. Include adult role models at work out in the field.
- Write articles for local newspapers describing students who work in nontraditional fields.
- Design a brochure highlighting vocational programs and career growth possibilities for young women in the trades. Show the related occupations and further training available to help break down the false myth that vocational education closes doors to the future.
- Share successful ideas with colleagues via:
  - Informal links with other vocational/technical schools,
  - Guidance Directors meetings,
  - Professional association, conferences and publications (AVA, MVA, MAVA, APGA, MSCA).
  - Network newsletters (NOW, NECEL, VEEC).
- Teachers and counselors can sell a program or kill enthusiasm for it. Plan inservice programs for middle school staff, including hands-on experience in the shops at the vocational/technical school

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- Utilize advisory groups and student organizations:
  - Parent-teacher organizations,
  - Student Council,
  - VICA,
  - Student Advisory Committee,
  - Vocational Advisory Committees,
  - Title IX/Chapter 622 Advisory Committees.

Take a look at the composition of your advisory committees and seek out new members to fill out your representation of women, students, ethnic and racial minorities. Have them help you find nontraditional role models to invite into the schools to speak with students and parents.

Information Dissemination

It is important to keep on top of current developments in sex equity materials and EEO legislation. Likewise, this information should be shared with staff, students and the community. Some simple strategies are:

FREE MAILING LISTS

There are many, but to name a few you should send for:

- Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.
- Education Development Center, WEEAP Dissemination Center, 55 Chapel St., Newton, MA 02160.
- Ohio State University, The Center for Research in Vocational Education, 1960 Kenny Rd., Columbus, OH 43210.
- Women's Educational Equity Act Communications Network, Far West Laboratory for Research and Development, 1855 Folsom St., San Francisco, CA 94103.

BULLETIN BOARD DISPLAYS

Newspaper clippings, student projects, mailing list, fact sheet, required posting of the laws and grievance procedures, etc,, on nontraditional workers and career awareness information can be displayed on a regular basis throughout the school. "Success stories," nontraditional graduates in good jobs, can be highlighted in photographs in middle school and tech shop displays.

LIBRARY DISPLAYS

Books dealing with careers, especially those in nontraditional fields, can be displayed in the library periodically.

ARTICLES IN LOCAL NEWSPAPERS

Articles with photos of students in nontraditional shops are of interest to people in the community. Call your local newspaper and invite one of their reporters into your school to do a story on one or more students. Why not write an article yourself?

CONCLUSIONS

To date presentations of the results of project OPTION have been made before the Shawsheen Tech and Burlington School committees. Four formal suggestions were made to the Shawsheen School committee, and include:

- Establishing a permanent Title IX/Chapter 622 Advisory Committee.
- The formation of a Regional Task Force on Affirmative Recruitment Strategies.
- The incorporation of a statement of compliance with Title IX and Chapter 622 on the teacher evaluation form.
- Have teachers formally sign-off on the purchase of new materials indicating that they have been previewed for bias.

Similar suggestions were offered to the Burlington School Committee. The additional concern of the career and life planning needs for their middle school girls was discussed at length. The committee indicated a willingness to work more with parents in this area.

Due to the financial burdens on schools today with tax caps and all, it was stressed that sex equity issues can be handled in very inexpensive ways. Once consciousnesses are raised there are many simple, subtle ways to teach in a sex-fair way. Therefore, a list of free or low-cost school activities was distributed to the school committee members to emphasize that financial constraints need not prevent affirmative action. (See Appendix W). Copies of this report will be made available to each school district so that activities begun here can be replicated. The depth of follow-through depends on the policy makers and administrators in each school district.

The problem of eliminating the influence of sex bias and stereotyping on students' career choices is an enormous challenge facing schools and society alike. The roots of bias are deep, making attitude change a slow, difficult process. Examples of occupational stereotyping are everywhere. As a colleague said, "It requires a great leap of the imagination for a girl interested in masonry to actually see herself in that occupation since she's probably never seen a real live woman working as a mason." Schools can help students bridge that gap by providing the necessary exposure to the scope of career opportunities open to them by introducing them to role models and teaching them the skills to plan realistic career paths.

The responsibility does not, however, rest solely in the hands of school systems. The comprehensive approach involving all relevant groups, as piloted here under Project OPTION, remains our recommended strategy. In fact, a great deal more needs to be done in this regard. Project OPTION should be seen as merely a kickoff to continual consultation and action among educators, parents, students, and employers to break down sex role barriers.

The level of commitment to sex equity seems to be the key to successful efforts. Awareness sessions with staff and parents must transmit the message of the limiting effects of stereotyping and the importance of economic self-sufficiency for men and women. The ideas contained in this handbook are worthless unless they are implemented and supported by committed adults. They are offered here as suggested strategies. We encourage a concerted effort to make equal educational and occupational opportunities a reality for all our young people.

APPENDIX

A. Career Survey Form . . . A1

B. Opinionnaire on Sex Roles . . . A2

C. Attitudes Toward Sex Roles Scale . . . A3

D. Your Life Plans . . . A8

E. Definitions of Some Appropriate Terms . . . A11

F. Legislation Prohibiting Sex Discrimination on Education . . . A13

G. Resource List — Sex Stereotyping in Occupational Education . . . A17

H. Conditions, Actions and Stages of Change . . . A20

I. Reference Materials for Title IX, Chapter 622 and P.L. 94-482 Implementation . . . A22

J. Sequential Model for Achieving Sex Equity . . . A24

K. Guidelines for Self-monitoring . . . A25

L. Sample Title IX/Chapter 622 Policy Statement . . . A32

M. Sample Title IX Self-evaluation Form . . . A33

N. Sample Title IX Compliance Progress Form . . . A37

O. Sample Letter Inviting Parents to Open House Workshop . . . A38

P. Brief Description of OPTION Resource Center . . . A39

Q. Curriculum Review Form . . . A41

R. Letter to OPTION Regional Collaborative Members . . . A42

S. Sample P.R. Notice for "Critique Day" . . . A43

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U. Article on OPTION in MVA Newsletter . . . A45

V. Sample Workshop Outline . . . A47

W. Free or Low-Cost Ideas For School Activities to Expand Awareness of Career OPTIONS . . . A49

Appendix A

CAREER SURVEY FORM

BOY______ GIRL ______ AGE______ GRADE ______

CAREERS	MALE	FEMALE	BOTH
1) Police Officer	____	____	____
2) Lawyer	____	____	____
3) Nurse	____	____	____
4) Secretary	____	____	____
5) Elementary Teacher	____	____	____
6) High School Teacher	____	____	____
7) Race Car Driver	____	____	____
8) Photographer	____	____	____
9) Carpenter	____	____	____
10) Flight Attendant	____	____	____
11) Bank Teller	____	____	____
12) Blacksmith	____	____	____
13) Auto Mechanic	____	____	____
14) Gas Station Attendant	____	____	____
15) Dentist	____	____	____
16) High School Principal	____	____	____
17) Politician	____	____	____
18) Athletic Trainer	____	____	____
19) Astronaut	____	____	____
20) Telephone Operator	____	____	____
21) Doctor	____	____	____
22) Army Officer	____	____	____
23) Cook	____	____	____
24) Forest Ranger	____	____	____
25) Hairdresser	____	____	____
26) Housekeeper	____	____	____
27) Electrician	____	____	____
28) Scientist	____	____	____
29) Bus Driver	____	____	____
30) Ballet Dancer	____	____	____

Appendix B

OPINIONNAIRE

BOY ______ GIRL ______ AGE ______ GRADE ______

		AGREE	DISAGREE
1)	Women work because they want to.	____	____
2)	There are jobs that women should not do.	____	____
3)	Only girls can babysit.	____	____
4)	Most women could do physical labor.	____	____
5)	Men work because they want to.	____	____
6)	There are jobs that men should not do.	____	____
7)	Only boys can ride motorcycles.	____	____
8)	It is alright for a boy to cry.	____	____
9)	Women should raise the children.	____	____
10)	Men should support the family.	____	____
11)	Women can live a full and happy life without marrying.	____	____
12)	Boys are better leaders than girls.	____	____
13)	Women should get equal pay with men for doing the same job.	____	____
14)	Boys should always protect girls from harm.	____	____
15)	Boys should be able to show their feelings.	____	____
16)	Boys are better athletes than girls.	____	____
17)	Girls are smarter than boys.	____	____
18)	Doing dishes, laundry, and cooking are girls' jobs.	____	____
19)	Mowing the lawn, shoveling snow, taking out the trash are boys' jobs.	____	____
20)	The "bionic man" is stronger than the "bionic woman".	____	____

Appendix C

ATTITUDES TOWARD SEX ROLES SCALE

Directions: Listed below are 35 common ideas about women's roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						1. Men and women should share both the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into "man's work" and "women's work."
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless makes a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						12. In a business setting, the woman who acts seductively is not behaving appropriately.
						13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						14. The most important characteristic for a wife is physical attractiveness.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						15. A woman should work only if she can do so without interfering with her domestic duties.
						16. The best way for a woman to show her love for her family is to dedicate her time to being a housewife.
						17. It is possible for women to combine home and career and do both successfully.
						18. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.
						19. Women who work outside the home *tend* to be more interesting people than those who do not.
						20. It is only natural for women to be interested in people and men to be interested in ideas.
						21. A woman's place is primarily in the home.
						22. Modern women are too competitive.
						23. Women should follow any vocation they wish, even if this violates tradition.
						24. Highly paid jobs should go to men with families to support.
						25. A wife should not compete with her husband in his own area of endeavor.
						26. Women can work in any vocation without appearing masculine.
						27. Men are willing to work for a woman as long as she is competent.
						28. It is not possible to maintain a romantic relationship when a woman beats the man "at his own game."

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						29. There is no genetic difference between the sexes in intellectual ability.
						30. Beauty is more important to femininity than intelligence.
						31. Married women should be able to have both male and female friends.
						32. A college education is equally important for males and females.
						33. It is just as important for women to be intellectually capable as it is for men.
						34. Males are inherently capable in some areas and women in others.
						35. It would be appropriate for a woman to be President of the United States if she were qualified.

ATTITUDES TOWARD SEX ROLES SCALE

Scoring Key

1. On your questionnaire put a check mark next to the following questions: 1, 4, 6, 8, 12, 17, 19, 23, 26, 27, 29, 31, 32, 33, 35.

2. Score these *checked* questions using the following key:

   agree = 3
   strongly agree = 2
   very strongly agree = 1

   disagree = 4
   strongly disagree = 5
   very strongly disagree = 6

3. Next, score the *unchecked* questions according to the following key:

   agree = 4
   strongly agree = 5
   very strongly agree = 6

   disagree = 3
   strongly disagree = 2
   very strongly disagree = 1

4. Add up the total number of points and record. This is your score.

5. Interpretation of scores:

A score above 88 reflects dichotomous, gender-bound, traditional attitudes about the roles of men and women. A score below 88 reflects androgynous attitudes or non-gender attitudes about the roles of men and women in society. In other words, sex has nothing to do with what roles are appropriate for men and women.

Sex _____ Age _____

Grade _____ School _____

YOUR LIFE PLANS

We are interested in the thinking of young people about work and marriage. Here are a few questions concerning your future plans. Your ideas may not be definite, but please answer the way you feel right now. Write in comments if you wish.

1. Which do you plan? Check only the *one* most likely answer.

- ☐ 1. Marriage only
- ☐ 2. Work only
- ☐ 3. Work until marriage
- ☐ 4. Work before marriage and after children
- ☐ 5. Combine marriage and part-time work
- ☐ 6. Combine marriage and full-time work
- ☐ 7. Haven't the slightest idea

2. As you see it now, how important are work and marriage in your future life?

Marriage	Work	
		extremely important
		very important
		important
		not very important
		not important at all

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3. Whether or not you plan to work, how would you see your chances of success in the world of work?

- ☐ 1. excellent
- ☐ 2. good
- ☐ 3. fair
- ☐ 4. very poor
- ☐ 5. do not know

4. How much have your male friends (classmates, acquaintances, boy friends) influenced you in work-related decisions?

- ☐ 1. extremely influential
- ☐ 2. very influential
- ☐ 3. slightly influential
- ☐ 4. not at all influential

5. How much have your female friends (classmates, acquaintances, girl friends) influenced you in work-related decisions?

- ☐ 1. extremely influential
- ☐ 2. very influential
- ☐ 3. slightly influential
- ☐ 4. not at all influential

6. How much have the following people influenced your work-related decisions?

Parents	Other Relatives
☐ 1. extremely influential	☐ 1. extremely influential
☐ 2. very influential	☐ 2. very influential
☐ 3. slightly influential	☐ 3. slightly influential
☐ 4. not at all influential	☐ 4. not at all influential

Teachers

☐ 1. extremely influential

☐ 2. very influential

☐ 3. slightly influential

☐ 4. not at all influential

Counselor

☐ 1. extremely influential

☐ 2. very influential

☐ 3. slightly influential

☐ 4. not at all influential

T.V.

☐ 1. extremely influential

☐ 2. very influential

☐ 3. slightly influential

☐ 4. not at all influential

Neighbors

☐ 1. extremely influential

☐ 2. very influential

☐ 3. slightly influential

☐ 4. not at all influential

7. Name others who have influenced you in your work-related decisions.

Definitions of Some Appropriate Terms

Attitude: A tendency to respond positively or negatively to other individuals, to institutions, or to courses of activity.

Authoritarian personality: The personality that finds security in a social hierarchy in which every individual keeps his or her appropriate position. Associated traits are rigid thinking and prejudice.

Change Agent: Those persons who desire to participate in, and often instigate, institutional change processes through strategic risk-taking and calculated planning. Also those persons who are called upon to work and live in vanguard positions in order to model new behaviors that affect persons and institutions. (Geraldine Rickman, *Civil Rights Digest,* Spring Issue, 1974, p. 58.)

Discrimination: (1) Conduct based on a distinction made on grounds of natural or social categories, which have no relation either to individual capacities or merits, or to the concrete behavior of the individual person. (2) Behavior that is based on prejudice that is detrimental to a group of people.

Feminism: That work is as significant to women as it is to men, that marriage ought to be a partnership of equals, that women ought to be financially independent, that child bearing and child rearing is not a woman's only or most important or even necessary role, and that family responsibilities ought to be divided between women and men. (Lucy Komisar, *Civil Rights Digest,* Spring Issue, 1974, p. 2).

Feminist: Advocate or supporter of feminism, which is the theory that women should have political, economic and social rights equal to those of men; also the movement to win such rights for women. *(Webster's New World Dictionary of the American Language,* College Edition, 1957.)

Identification: The process by which the child assimilates the values of the parents and sees himself or herself on some sense "the same" as the parents. Also, a mechanism of defense that involves imitating the acts of another.

Ms: Used as a conventional title of courtesy instead of Mrs. or Miss except when usage requires the substitution of a title or rank or an honorific or professional title before a woman's name. Note: The Correspondence Section of the White House prefixes the courtesy title Ms. before a woman's name unless a rank, honorific or professional title is used — General Martha Jones, Ms. Mary Jones, Dr. Maria Jones.

Prejudice: (1) An irrational attitude of hostility directed against an individual, a group, a race or their supposed characteristics. (2) Preconceived judgment before sufficient knowledge. (3) A derogatory attitude toward persons based on their race, religion, sex or place of origin.

Racist: Advocate or supporter of racism, a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. *(Webster's New Collegiate Dictionary,* 1974.)

Scapegoating: The directing of displaced hostility, sometimes toward a particular person, but more often toward all members of a minority group.

Sexism: The word was coined by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of females and males on the basis of their gender. *(Guidelines for Equal Treatment of the Sexes,* McGraw Hill Book Company Publications.)

Sexist: Advocate or supporter of sexism. All those attitudes and actions which relegate women to a secondary and inferior status in society. *(Guidelines of Improving the Image of Women in Textbooks,* Scott, Foresman and Company, 1972.)

Stereotype: (1) A standardized mental picture held in common by members of a group and representing an oversimplified opinion, affective attitude or uncritical judgment. (2) An over-generalization about a group of people.

RECENT HISTORY OF LEGISLATION RELATED TO EQUAL ACCESS IN VOCATIONAL EDUCATION AND EMPLOYMENT*

I Overview of Massachusetts legislation addressing equal access to educational opportunity:

a) CH 622, states that "no person shall be excluded from or discriminated against in admission to a public school of any town, or...courses of study in a public school on account of race, color, sex, religion or national origin." Chapter 622 was made law in 1971, and CH 622 Regulations became effective in 1975.

b) CH 71A "provides for the establishment and implementation of programs in transitional bilingual education in the public schools of the Commonwealth, with reimbursement by the Commonwealth to cities, towns, and school districts to finance the additional costs of such programs. In any school which enrolls more than 20 children of limited English-speaking ability, of one language group, the school committee will be required to provide a program in transitional bilingual education." The law was passed in 1971.

c) CH 766 provides for "a flexible and non-discriminatory system for identification and evaluation of the individual needs of children requiring special education, requiring evaluation of the needs of children and adequacy of the special education program before placement, and periodic evaluation of the benefits of the program to the child and the nature of the child's needs thereafter, and to prevent denials of equal education opportunity on the basis of sex, economic status, race, religion, and physical or mental handicap in the provision of differential education services.

II Overview of federal legislation addressing equal opportunity in education and employment:

a) AGE DISCRIMINATION EMPLOYMENT ACT (1967) makes it illegal for an employer of 25 or more people in interstate commerce to discriminate on the basis of age in any phase of employment of persons who are 40 through 65 years of age, except where age is a bona fide occupational qualification reasonably necessary to the normal operations of the particular business. This law is administered by the U.S. Department of Labor, Wage and Labor Standards Administration.

b) CIVIL RIGHTS ACT OF 1964, TITLE VII (AS AMENDED) prohibits private employers, labor unions, employment agencies, state and local governments, and employees of educational institutions from discrimination on the basis of race, color, religion, sex or national origin. Title VII applies to all educational institutions, both public and private, with 15 or more employees. All employees are covered, including those subject to state and local civil service laws. This law is administered by the Equal Employment Opportunity Commission, which receives and investigates charges of discrimination.

c) EDUCATION AMENDMENTS OF 1972, TITLE IX prohibits sex discrimination in all federally-assisted education programs. All institutions, including public and private preschools, elementary and secondary schools, institutions of vocational, professional, under graduate and graduate education which receive federal monies by way of a contract, grant or loan are covered. Enforcement powers for Title IX belongs to the Office for Civil Rights, U.S. Department of Health, Education, and Welfare.

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*Compiled by Lynn Hager, Equal Educational Opportunity Coordinator for Vocational Education.

d) **EDUCATION AMENDMENTS OF 1976 (PUBLIC LAW 94-482)** amends the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, requiring that any state desiring to participate in the programs authorized by the Act shall assign full-time personnel to assist the state Board of Education in fulfilling the purpose of eliminating sex bias, stereotyping and discrimination, and that the state shall reserve a minimum of $50,000 each fiscal year for this purpose. Because of the comprehensive treatment of the requirements to eliminate sex stereotyping and sex-bias in Title II of this law, vocational educators and others would do well to secure a copy of P.L. 94-482 for their individual use. Title II of the Education Amendments of 1976 is administered by the Bureau of Occupational and Adult Education, U.S. Office of Education at the federal level, and by the Division of Occupational Education at the state level.

e) **EQUAL PAY ACT OF 1963**, an amendment to the Fair Labor Standards Act (FLSA) requires the same pay for men and women doing equal work requiring equal skill, effort and responsibility under similar working conditions in the same establishment. As of 1972, the protection of the Equal Pay Act was extended to executive, administrative, and professional employees and to outside sales personnel. As of May 1, 1974, the Act was further extended to most employees of Federal, State and local governments. Among the few categories still unprotected are employees in some small retail or service establishments.

The Act is administered by the Wage and Hour Division, U.S. Department of Labor.

f) **EXECUTIVE ORDER 11246, AS AMENDED BY EXECUTIVE ORDER 11375**

Executive Order 11246 was issued by President Lyndon Johnson in 1965 to prohibit Federal contractors and subcontractors from discriminating in employment because of race, color, religion or national origin. The order was amended by Executive Order 11375 in 1967 to prohibit employment discrimination based on sex.

Executive Order 11246, as amended, applies specifically to employers with Federal contracts or subcontracts or Federally assisted construction contracts or subcontracts in excess of $10,000. The executive order requires that covered employers take affirmative action to ensure equal employment opportunity. That is, they must actively seek to employ and advance minority workers and women consistent with their availability.

Executive Order 11246, as amended, is not law, but a contractual agreement. Its requirements are implemented by U.S. Department of Labor regulations. The Office of Federal Contract Compliance, U.S. Department of Labor, is responsible for enforcement. The Office of Federal Contract Compliance has designated the U.S. Department of Health, Education, and Welfare as the Compliance Agency for all contracts with colleges and universities, and it is the U.S. Department of Health, Education and Welfare's Office for Civil Rights that conducts reviews and investigations.

If contractors and subcontractors do not comply with Executive Order 11246, their contracts may be cancelled, terminated, or suspended and they may be barred from further Federal contract bidding. In addition, they are subject to court action brought by the government.

The following are policy directives implementing Executive Order 11246, as amended:

Revised Order No. 4 (Affirmative Action Programs)

Revised Order No. 4 applies to supply and service contractors and subcontractors. Such contractors with 50 or more employees and a contract of $50,000 or more, must develop a written affirmative action program for each of their establishments within 120 days after commencing a contract.

Acceptable affirmative action programs must include, among other things, a utilization analysis, indicating areas where the contractor underutilizes minority groups and women, and goals and timetables for correcting this underutilization, together with precise procedures for implementation. Compliance with Revised Order No. 4 is measured by the contractor's good faith efforts to set up an effective affirmative action program, and to make that program work.

Sex Discrimination Guidelines

A contractor must not show preference for one sex in job recruitment, advertisement, or hiring, unless sex is a "bona fide occupational qualification." Personnel policies and practices such as wages, hours, promotions, transfers, fringe benefits and other conditions of employment should not show any distinctions based upon sex discrimination. Female employees should not be penalized because they require time away from work because of childbearing, and should be granted leave of absence for maternity purposes.

Testing and Selection Order

A contractor using a test which adversely affects the opportunities of minority persons or women for hiring, transfer, promotion, training, or retention is in violation of Executive Order 11246, as amended, unless it can be demonstrated that there is a relationship between test performance and job behavior.

A test is broadly defined to cover all formal or standardized techniques, paper and pencil and performance tests, and specific personal history, work history, education, physical and background requirements. Unscored interviews and applications also come under the order.

Revised Order No. 14

Order 14 sets forth a standardized evaluation procedure for all compliance agencies for conducting reviews of contractors required to develop written affirmative action programs under Revised Order No. 4.

g) EXECUTIVE ORDER 11478

Executive Order 11478 prohibits discrimination in Federal employment because of sex as well as race, color, religion, or national origin. It replaced those parts of Executive Order 11246 as amended by Executive Order 11375 which provided for equal opportunity in the Federal government. It directs Federal agencies to formulate programs insuring non-discrimination. This order is administered by the U.S. Civil Rights Commission.

h) NATIONAL LABOR RELATIONS ACT AND RELATED LAWS (1935)

The Act provides protection against discrimination for union members and union activities. The Act protects the rights of individuals to organize and to join labor unions. Unions are required to represent their members fairly when bargaining with management. Unions must bargain for the same working conditions for women as for men, including such areas as wages, hours, recruitment, seniority, and promotion.

The National Labor Relations Board handles the administration of the Act and all complaints under the provisions of the Act.

i) REGULATIONS OF THE BUREAU OF APPRENTICESHIP AND TRAINING

Regulations issued by the Secretary of Labor cover all apprenticeship and training programs registered with the Bureau of Apprenticeship and Training. The programs are subject to special nondiscrimination requirements. The regulations require nondiscrimination on the basis of sex, race, creed, color, and national origin in all phases of selection and conduct of the programs, including employment during the program. The U.S. Department of Labor, Bureau of Apprenticeship and Training, administers the regulations.

j) WOMEN'S EDUCATIONAL EQUITY ACT OF 1974

As a part of the Education Amendments of 1974, the Women's Educational Equity Act was enacted "to provide educational equity for women in the United States."

Under provisions of the Act, the Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the purposes of the law at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. Activities included are the development, evaluation, and dissemination of curricula, textbooks, and other materials related to educational equity; preservice and inservice training for educational personnel including guidance counselors, with special emphasis on programs and activities designed to provide educational equity; research, development, and educational activities designed to advance educational equity; guidance and counseling, including the development of nondiscriminatory tests designed to assure educational equity; educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; expansion and improvement of educational programs and activities for women in vocational education, career education, physical education and educational administration.

Nothing in the law prohibits men from participating in any programs or activities assisted under provisions of the Act. The Act establishes in the U.S. Office of Education an Advisory Council on Women's Educational Programs composed of seventeen persons appointed by the President, by and with the advice and consent of the Senate. The Commissioner of Education is directed, at the end of each fiscal year, to submit to the President, the Congress, and to the Council a report setting forth the programs and activities assisted under provisions of the Act.

The Act is administered by the Women's Program Staff, Office of the Commissioner, U.S. Office of Education.

RESOURCE LIST
SEX STEREOTYPING IN OCCUPATIONAL EDUCATION

PRINTED MATERIALS

Abt Publications. *Sex Fairness in Career Guidance: A Learning Kit.* 1975. Abt Publications, 55 Wheeler St., Cambridge, MA 02138. ($15)

American Association for the Advancement of Science, Scientific Manpower Commission. *Major Report on Professional Women and Minorities.* 1975. 1776 Massachusetts Ave., N.W., Washington, D.C. 20036. ($40)

American Association of School Administrators. *Sex Equality in Educational Administration,* AASA Executive Handbook Series, VII, 1975. Stock No. 021-00440. 1801 North Moore St., Arlington, VA 22209. ($1)

American Personnel and Guidance Association, Project on Sex Equality in Guidance Opportunities. *Resources for Counselors, Teachers and Administrators.* 2nd Edition. 1607 New Hampshire Ave., N.W., Washington, D.C. 20009. (Free)

Baxandall, Rosalyn, Linda Gordon and Susan Reverby. *America's Working Women.* Random House ($15) and Vintage ($6.95).

Bem, S. and D. Bem. *Training Woman To Know Her Place: The Social Antecedents of Women in the World of Work.* 1973. Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126.

Birk, J. and M. Tanney. *Career Exploration for High School Women: A Model.* 1972. National Education Association, 1201 16th St., N.W., Washington, D.C. 20036.

Business and Professional Women's Foundation. *Women and Work in U.S. History: An Annotated Selected Bibliography.* 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. ($1)

Business and Professional Women's Foundation. *Career Counseling: New Perspectives for Women and Girls, A Selected Annotated Bibliography.* 1972. 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. (50 cents)

Dawson, Camille J., "They're Wearing Hard Hats and Earrings," *Our Sun,* Vol. 39, No. 1, (Winter, 1974), pgs. 2-5.

Diamond, E. (Ed.). *Issues of Sex Bias and Sex Fairness in Career Interest Measurement.* National Institute of Education, Education and Work Group, 1200 9th St., N.W., Washington, D.C. 20208.

Farmer, H. and T. Backer. *Counselor's Sourcebook: Career Guidance and Vocational Counseling for Women.* 1975. Human Interaction Research Institute, Los Angeles, CA.

Feminist Action Alliance, Inc. *Non-traditional Career Day Program.* 1975. P.O. Box 54717, Civic Center Station, Atlanta, GA 30308. ($5)

James, E.T. (Ed.) *Notable American Women 1607-1950.* The Belknap Press, Harvard University, Cambridge, MA. 1974. Three Volumes. (Hardcover $75, Paperback $25).

Kane, I. *Women at Work.* 1974. Change for Children, 2888 Mission St., Rm. 226, San Francisco, CA 94110. ($3.50)

Seed, S. *Saturday's Child.* New York: Bantam Books, 1974. ($1.50)

Steele, M. *Women in Vocational Education: Project Baseline Supplementary Report.* 1975. Northern Arizona University, 6502 N. 35th Ave., Phoenix, AZ 85017.

Technical Education Research Centers. *Women at Work: Report on a Series of Regional and National Seminar/Workshops on Women in the World of Work.* 1974. TERC, 2401 Virginia Ave., N.W., Washington, D.C. 20087. ($8.50)

Women on Words and Images. *Doctor, Lawyer, Indian Chief? Sex Stereotypes in Career Education Materials.* 1975. Princeton, N.J. ($1.50)

Women's Studies Abstracts. P.O. Box 1, Rush, N.Y. 14543. Published Quarterly. (Year's subscription $8.50).

Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210. Over 75 publications useful for classroom use or research.

YWCA Vocational Readiness Program. *Will Marriage Turn You on for 50 Years?* YWCA of Los Angeles, 1215 Lodi Place, Los Angeles, CA 90038. (15 cents).

FILMS AND FILMSTRIPS

Anything You Want to Be. New Day Films, P.O. Box 135, Franklin Lakes, N.J. 07417. (16mm, b/w, 8 min., $100, grades 5-12).

EDV-PAK Concerned with Human Freedom. National Education Association, 1201 6th Ave., N.W., Washington, D.C. 20036 (grades 7-adult).

Fable of He and She. Learning Corporation of America. (11 min., animated, grades 5-12).

Free to Be You and Me. Ms. Magazine, 370 Lexington Ave., N.Y., N.Y. 10017. (grades K-8).

Growing Up Female: As Six Become One. Impact Films, 144 Bleeker St., N.Y., N.Y. 10012. (60 min., $70 rental, grades 9-12).

Other Women/Other Work. Churchill Films, 622 N. Robertson Blvd., Los Angeles, CA 90069. (20 min., color, grades 5-adult).

ORGANIZATIONS

Advisory Council on the Rights and Responsibilities of Women, HEW, North Building, Room 3062, 330 Independence Ave., S.W., Washington, D.C. 20202.

American Vocational Association, 1510 H St., N.W., Washington, D.C. 20005 (202-737-3722).

Bureau of Occupational and Adult Education, U.S. Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202.

National Advisory Council on Vocational Education, 425 13th St., N.W., Washington, D.C. 20004.

National Advisory Council on Women's Educational Programs, 1832 M St., Washington, D.C. 20036 (202-653-5846).

Women's Bureau, U.S. Department of Labor, John F. Kennedy Federal Building, Government Center, Boston, MA 02203 (617-223-4036).

National Organization for Women, 425 13th Street, N.W. No. 1048, Washington, D.C. 20884.

RECOMMENDED INFORMATIONAL NEWSLETTERS & MAGAZINES

- *WEAL Washington Report*
  Women's Equity Action League
  805-15th Street, N.W.
  Washington, D.C. 20005
  ($10.00 year quarterly newsletter
  many other useful publications also)

- *Women Today*
  Today News Service, Inc.
  National Press Building
  Washington, D.C.
  ($18.00 per year subscription)

- *PEER Newsletter*
  NOW Legal Defense & Education Fund
  1029 Vermont Avenue, N.W., Suite 800
  Washington, D.C. 20005
  ("Title IX Summary, 4 page summary
  Small orders free, 100 or more $5.00)

- *Title IX News*
  Capital Publications, Inc.
  Suite G-12
  2430 Pennsylvania Avenue, N.W.
  Washington, D.C. 20037
  ($87.00 year bi-weekly 2 1978)

Appendix H

CONDITIONS, ACTIONS AND STAGES OF CHANGE

Conditions for Change:

Change begins with a consensus that sex discrimination and sex bias exist and that such discrimination and bias should be eliminated.

Change requires an understanding of the specific sources of sex discrimination and bias in education and their possible effects.

Change requires the existence of leadership committed to goals for change in education and articulating these goals.

Change requires the allocation of human and financial resources.

Change requires the specification of particular goals for the achievement of equity and the development of models for accomplishing change.

Change requires that educational personnel possess the capability (knowledge and skills) for delivering educational equity.

Change requires the development of a system for the recognition of progress in educational programs and the reinforcement of personnel who have made efforts toward Title IX implementation and the attainment of sex equity.

Actions for Change:

- policy development/clarification & communication
- study and evaluation
- staff training
- student training
- community involvement
- program modification/development
- budget allocations

Taking Action:

What is to be changed? *Who* is going to be changed? *How* are they going to be able to perform or change? *Where* will the change occur? *When* will the change occur?

Once you have stated your change objectives there are some important questions that you need to ask to determine the likelihood of achieving that change. These are: Is it possible to achieve the change objective? Is it probable that, with effort, you could achieve the change objective? Is the change objective specific enough that you will know when you achieved your change objective? Have you set a time deadline for achieving your objective? Have you decided that your change objective is the best alternative for your efforts? Is this something you really want to achieve?

If the answer to any of these questions is "no," you may need to modify your objective to make it more specific or relevant to your interests. Once you are certain of your change objective, you will need to identify where you can look for support and assistance and where you can expect problems. The questions to be considered now include:

(1) What are the barriers that you will encounter in trying to achieve your change objectives?
(2) Where can you find support for achieving your change objectives?
(3) What resources will you have to assist you? (knowledge, skills, money, people)

Stages of Change:

- Shock or surprise
- Disbelief
- Guilt
- Projection
- Intellectualization
- Integration and Action
- Acceptance

Source: Resource Center for Sex Equity, Washington, D.C.
Adapted by: New England Equal Education Center, Hartford, CT.

Appendix I

REFERENCE MATERIALS FOR TITLE IX, CHAPTER 622, AND P. L. 94-482 IMPLEMENTATION

Documents:	**Available from:**
Chapter 622 Regulations *A Guide for the Evaluation of Instructional Materials under Chapter 622* *Chapter 622: Questions and Answers* *Chapter 622: A Guide for Administrators* *Self-Assessment for Chapter 622 Implementation* *Title IX & Chapter 622 Compliance Guidelines for Public Schools*	Massachusetts Department of Education Bureau of Equal Educational Opportunity 31 St. James Avenue Boston, MA 02116
Documents:	**Available from:**
Final Title IX Regulations Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education *Vocational Education, State Programs and Commissioner's Discretionary Programs (P.L. 94-482) (Federal Register,* Monday, October 3, 1977)	U.S. Office of Education, Department of Health, Education and Welfare Federal Building Government Center Boston, MA 02114
Documents:	**Available from:**
Complying with Title IX: The First Twelve Months *Complying with Title IX: Implementing Institutional Self-Evaluation* *Implementing Title IX: A Sample Workshop*	Resource Center on Sex Roles in Education National Foundation for Improvement of Education 1201 16th Street, N.W. Room 701 Washington, D.C. 20036
Documents:	**Available from:**
Vocational Education Sex Equity Strategies (R&D No. 144) Send for publications list.	The National Center for Research in Vocational Education Ohio State University 1960 Kenny Road Columbus, Ohio 43210

Newsletters

WEAL Washington Report
Women's Equity Action League
805-15th St., N.W.
Washington, D.C. 20005
$10.00 year quarterly newsletter

Women Today
Today News Service, Inc.
National Press Bldg.
Washington, D.C.
$18.00 per year subscription

PEER Newsletter
NOW Legal Defense & Education Fund
1029 Vermont Ave., N.W., Suite 800
Washington, D.C. 20005

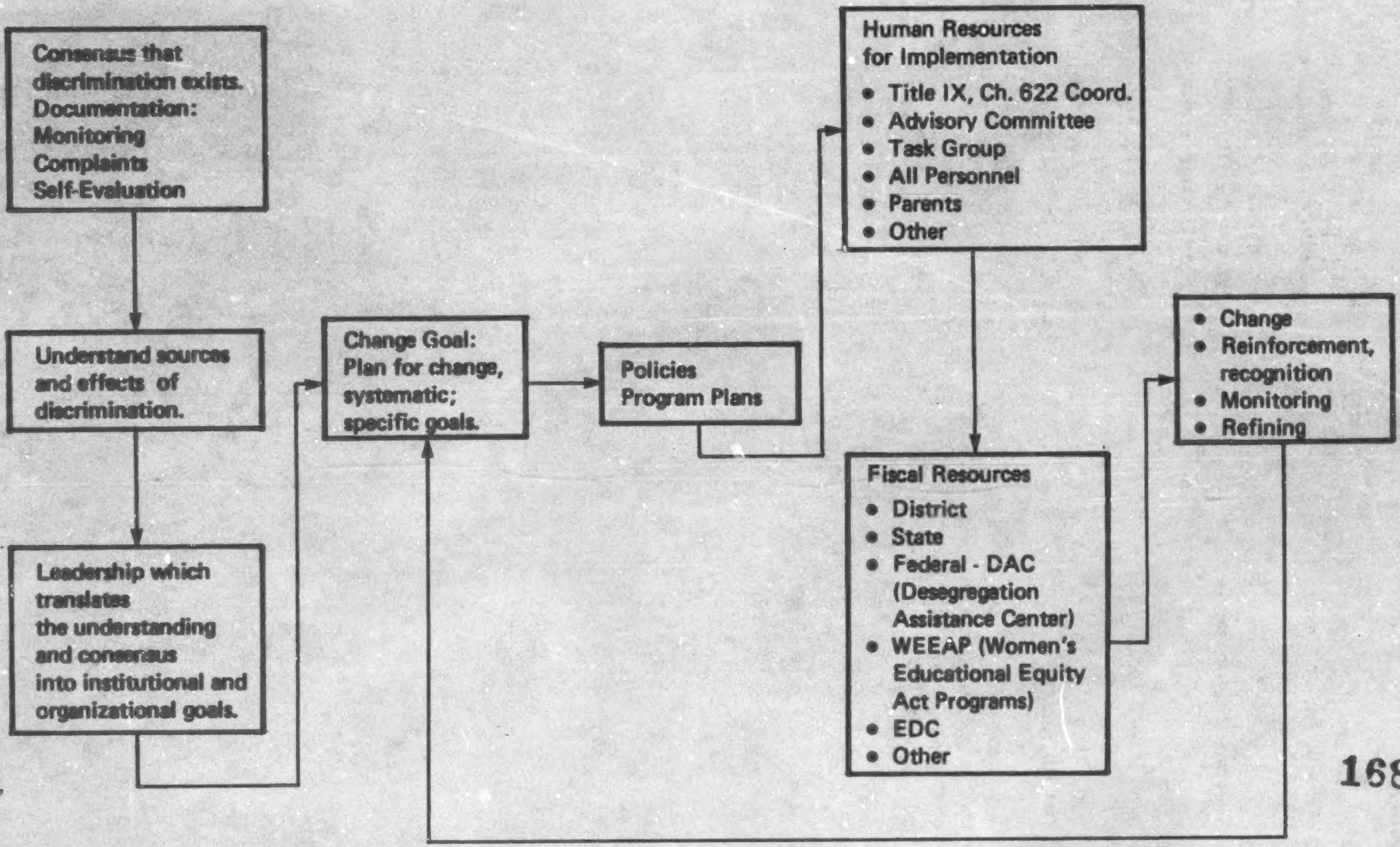
Title IX News
Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037
$87.00 year bi-weekly @ 1978

TABS (Aids for Ending Sexism in School)
744 Carroll Street
Brooklyn, N.Y. 11215
(212) 788-3478

One year subscription $8.50 (personal)
$17.00 (institutions)
$2.50 (single issue)

Appendix J

SEQUENTIAL MODEL FOR ACHIEVING SEX EQUITY


Consensus that discrimination exists.
Documentation:
Monitoring
Complaints
Self-Evaluation
Understand sources and effects of discrimination.
Leadership which translates the understanding and consensus into institutional and organizational goals.
Change Goal: Plan for change, systematic; specific goals.
Policies
Program Plans
Human Resources for Implementation
• Title IX, Ch. 622 Coord.
• Advisory Committee
• Task Group
• All Personnel
• Parents
• Other
Fiscal Resources
• District
• State
• Federal - DAC (Desegregation Assistance Center)
• WEEAP (Women's Educational Equity Act Programs)
• EDC
• Other
• Change
• Reinforcement, recognition
• Monitoring
• Refining

Source: New England Equal Education Center, 121 Sigourney Street, Hartford, CT 06105.

Appendix K

MONITORING FOR SEX EQUITY AT THE BUILDING LEVEL
Assessing Program and Problems
Worksheet No. 1

1. What do you believe has been your greatest area of progress or satisfaction in implementing Title IX?

2. What do you believe has been your area of least progress or least satisfaction in implementing Title IX?

3. What process do you currently use or plan to use for monitoring Title IX compliance in your building?

Adapted by: New England Equal Education Center, 121 Sigourney Street, Hartford, CT 06105.

MONITORING FOR SEX EQUITY AT THE BUILDING LEVEL
Policy of Non-Discrimination
Worksheet No. 2

1. Has your distraict enacted a policy of non-discrimination?

   _____Yes _____No

2. What does the policy cover? (Check item which most closely describes your policy.)

   _____ Compliance with Title IX

   _____ Compliance with Title IX and Sex Equity

   _____ Compliance with Title IX and other non-discrimination legislation

   _____ Compliance with Title IX and other non-discrimination and equity based on race, sex, handicapped, etc.

3. Do operational guidelines for the policy of non-discrimination exist for:

   your district? _____ Yes _____ No

   your building? _____ Yes _____ No

4. Based on your experience, where do you think your greatest need for operational guidelines exists? (In answering this question, you might want to consider your responses to the question on what has been your area of least progress of implementing Title IX.)

MONITORING FOR SEX EQUITY AT THE BUILDING LEVEL

Notification of Policy

Worksheet No. 3

KEY 1 = little or no understanding
2 = some understanding
3 = extensive understanding

1. To what extent does staff (certificated and non-certificated) understand Title IX and its implications for sex equity?
Circle One
1 2 3

2. To what extent do students (considering their age levels) understand Title IX and its implications for sex equity?
Circle One
1 2 3

3. To what extent do parents and community persons understand Title IX and its implications for sex equity?
Circle One
1 2 3

If in your best estimate, staff, students, and/or parents do not have enough information about Title IX and sex equity to know their rights and responsibilities and to function effectively as part of a monitoring system, answer the following questions:

4. What can you do to increase staff understanding of Title IX and its implications for sex equity?

5. What can you do to increase students' understanding of Title IX and its implications for sex equity?

6. What can you do to increase parent and community understanding of Title IX and its implications for sex equity?

MONITORING FOR SEX EQUITY AT THE BUILDING LEVEL

Building Title IX Coordinator

Worksheet No. 4

1. Write down a list of duties (job description) which you believe would be appropriate for a building level Title IX Coordinator.

   A.

   B.

   C.

   D.

   E.

   F.

2. What advantages do you see in having such a person?

3. What problems do you envision in designating such a person?

4. How would you go about resolving these problems?

MONITORING FOR SEX EQUITY AT THE BUILDING LEVEL

Grievance Procedure

Worksheet No. 5

1. Does your district have a grievance procedure or procedures for complaints alleging violations of Title IX or Title IX and sex equity?

____ Yes ____ No

2. Who is eligible to use this procedure?

Certificated Staff	____ Yes	____ No
Non-Certificated Staff	____ Yes	____ No
Students/Parents	____ Yes	____ No
Community Persons	____ Yes	____ No
Other (specify)	____ Yes	____ No

3. To what extent do the various groups who can use the grievance procedure know of its existence and how to use it?

KEY
1 = little or no knowledge
2 = some knowledge
3 = very knowledgeable

Certificated Staff	Circle One	1	2	3
Non-Certificated Staff	Circle One	1	2	3
Students/Parents	Circle One	1	2	3
Community Persons	Circle One	1	2	3
Other (specify)	Circle One	1	2	3

4. If you have a grievance procedure for Title IX, how many complaints were filed this past year?

5. If few or none were filed, to what do you attribute this?

6. What can you do to improve your grievance procedure to increase its effectiveness as a monitoring device?

MONITORING FOR SEX EQUITY AT THE BUILDING LEVEL

Institutional Self-Evaluation

Worksheet No. 6

1. Has your district conducted an institutional self-evaluation?

   ____ Yes ____ No

2. Did it reflect the degree to which your building was in compliance with Title IX?

   ____ Yes ____ No

3. Did the institutional self-evaluation help you in making action plans to come into compliance with Title IX in areas in which you were in violation?

   ____ Yes ____ No

4. What data do you need to adequately monitor for sex equity on a regular basis (female/male enrollments in classes, male/female participation in extracurricular activities, etc.)?

   A.

   B.

   C.

   D.

   E.

   F.

   G.

   H.

   I.

   J.

   K.

Appendix L

TITLE IX AND CHAPTER 622 POLICY

TEWKSBURY PUBLIC SCHOOLS

Approved by the School Committee, April 7, 1976

I. TITLE IX

Title IX is federal legislation which prohibits discrimination against students and employees on the basis of sex.

II. CHAPTER 622

Chapter 622 is state legislation which includes prohibition of discrimination on the basis of sex but also prohibits discrimination on the basis of race, color, national origin, and religion. Chapter 622 deals with students only.

III. POLICY STATEMENT

It is the policy of the Tewksbury Public Schools not to discriminate on the basis of sex, religion, color, or national origin in the educational program, activities, or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971.

IV. COORDINATOR OF TITLE IX

Inquiries regarding compliance with Title IX may be directed to Dr. Edward J. Farley, Assistant Superintendent of the Tewksbury Public Schools, who has been designated as the Title IX Coordinator by the School Committee. He may be reached at the Office of the Superintendent of Schools, 851-7347.

Inquiries under Chapter 622 may also be sent to the Northeast Regional Education Center in North Andover. Inquiries under Title IX may be sent to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Boston, Massachusetts.

V. SUMMARY STATEMENT OF GRIEVANCE PROCEDURE

A student or employee in the Tewksbury Public Schools who feels that he has a grievance under Title IX or Chapter 622 shall file it in writing to the following:

Level 1. Principal
Level 2. Coordinator of Title IX
Level 3. Superintendent of Schools
Level 4. School Committee

At level four a Chapter 622 grievance may also be sent to the bureau of Equal Educational Opportunity of the Massachusetts Department of Education.

Level one shall act within ten school days. Levels two and three shall each act within twenty school days. Level four shall act within 30 days.

Each student or employee has the right to representation of his choice.

Complainants are urged to follow the Grievance Procedure, but have a right to send a Title IX complaint at any time to the Office of Civil Rights.

VI. GRIEVANCE PROCEDURE

Level One:

A student or employee who feels there is a complaint under Title IX or Chapter 622 shall submit it in writing to the principal. The principal will meet with the student or employee within five school days of receiving the complaint in an effort to resolve the complaint. If at the end of 5 school days following the meeting, the grievance shall not have been disposed of satisfactorily, the written grievance may be presented to the Title IX Coordinator, who shall, within 10 school days thereafter, meet in an effort to settle the grievance.

Level Two:

If at the end of 10 school days next following the meeting with the Title IX Coordinator, the grievance shall not have been disposed of to the satisfaction of the grieved, the grieved may refer the written grievance to the Superintendent of Schools, who shall within 10 school days, thereinafter, meet in an effort to settle the grievance.

Level Three:

If at the end of 10 school days next following the meeting with the Superintendent of Schools, the grievance shall not have been disposed of to the satisfaction of the grieved, the grieved may refer the grievance to the School Committee. Under a Chapter 622 grievance, the grieved may submit a copy to the Bureau of Equal Educational Opportunity of the Department of Education. In such a case a copy of such grievance shall be sent by the School Committee to the Bureau of Equal Educational Opportunity.

Level Four:

The School Committee shall respond promptly, but no later than 30 school days, in writing to the complaining party. The School Committee shall also send a copy of the response to a Chapter 622 grievance to the Bureau of Equal Educational Opportunity at the Massachusetts Department of Education.

Complainants under Title IX are urged to follow the Grievance Procedure, but have the right to send a complaint at any time to the Office of Civil Rights.

Appendix M

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

TITLE IX SELF-EVALUATION

School	Evaluator	Date

(If not in compliance, please attach a copy of a COMPLIANCE PROGRESS FORM.)

TREATMENT OF STUDENTS

T1. Are rules and regulations formulated without regard to sex?

Yes ☐ No ☐

T2. Does the school have a policy which provides that all new scholarships or awards administered by the school system are not restricted on the basis of race, sex, religion or national origin?

Yes ☐ No ☐

T3. Are health benefits (insurance policies and medical exams) the same? (e.g., often a boys' varsity team will receive free insurance, medical exams and benefits.)

Yes ☐ No ☐

T4. Do you have any policies or rules applying to pregnancy and/or marital status which excludes pregnant or married students from participating in education programs or extra-curricular activities?

Yes ☐ No ☐

T5. If you have answered yes to the above question, are the policies based on medical criteria?

Yes ☐ No ☐

T6. If you have other criteria, please list.

T7. Are all rules applied without discrimination toward one group vs. another?

Yes ☐ No ☐

T8. Is your school district considering participation in any activity or program operated by a recipient which discriminates on the basis of sex? (e.g. NHIAA currently prohibits girls from participating on boys' teams even if they are non-contract and the only team operated by the school.)

Yes ☐ No ☐

COURSE OPENINGS

C1. Are any courses presently closed by sex? (e.g., home economics for girls; shop for boys.)

Yes ☐ No ☐

C2. Are physical education classes scheduled by sex and taught separately?

Yes ☐ No ☐

C3. Are courses scheduled so as to lead to disproportionate representation of one sex? (e.g., home economics and shop offered at the same time.)

Yes ☐ No ☐

C4. Does scheduling facilitate integration of limited English speaking students?

Yes ☐ No ☐

GUIDANCE

G1. Does the occupational and career literature accurately reflect current trends towards emphasizing competency in jobs and in life and deemphasizing sex role stereotypes?

Yes ☐ No ☐

G2. Do any materials or tests employed for guidance purposes discriminate and/or limit choices on the basis of race, sex, or limit choices on the basis of race, sex, or national origin?

Yes ☐ No ☐

G3. Does this school district discriminate against any person on the basis of sex, race, or national origin in the counseling or guidance of students or applicants for admission?

Yes ☐ No ☐

G4. Are all students encouraged to consider seriously all programs of study and to select courses on the basis of their individual interests and abilities rather than on the basis of sex, race or national origin?

Yes ☐ No ☐

G5. Do all tests or instruments used for the appraisal, evaluation or placement of students require identical treatment for male and female students?

Yes ☐ No ☐

G6. Are all materials available to students in academic, career or personal counseling contacts or programs free from implications in either text, language or photographs, that certain academic, career or personal choices are more appropriate or "realistic" for students of one sex, race, or national origin than another?

Yes ☐ No ☐

G7. Do any of the businesses, agencies, organizations, or persons this school district assists in making employment available to students discriminate on the basis of sex, race or national origin?

Yes ☐ No ☐

G8. Are there courses, extracurricular activities, etc., which seem to have more girls than boys, or more boys than girls? If so, why?

Yes ☐ No ☐

ATHLETICS

A1. Are equal opportunities provided for boys and girls in varsity and junior varsity athletics and intramural activities?

Yes ☐ No ☐

A2. Are practice and game times equally available as to "prime time"?

Yes ☐ No ☐

A3. Do games receive equal publicity and coverage? (Newspapers, radio, cheering — some schools are encouraging co-ed pep squads).

Yes ☐ No ☐

A4. Are practice and game facilities of equal quality? (Often the girls' field is the "old" field and does not receive similar maintenance.)

Yes ☐ No ☐

A5. Are both male and female teams outfitted with uniforms that are comparable in quality?

Yes ☐ No ☐

A6. Are coaching opportunities equal? (Qualifications of coaches and amount of coaching available)

Yes ☐ No ☐

EMPLOYMENT

E1. Are male and female employees receiving equal pay for performing equal tasks? (e.g. boys' and girls' basketball coach.)

Yes ☐ No ☐

E2. Are male and female applicants given the same consideration when both apply for the same position? (e.g., social studies teacher, administrators, etc.)

Yes ☐ No ☐

E3. Are all position vacancies advertised so as to indicate that your system is an equal opportunity employer?

Yes ☐ No ☐

E4. Does job classifications and structure have the same components?

Yes ☐ No ☐

E5. Do fringe benefits include equal contributions or equal benefits under pension plans?

Yes ☐ No ☐

E6. Are leave and benefits for pregnant employees offered in the same manner as leave and benefits for temporarily disabled employees?

Yes ☐ No ☐

E7. Does this school district have any policy or practice which results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility and which are performed under similar working conditions?

Yes ☐ No ☐

E8. Does this school district maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex?

Yes ☐ No ☐

E9. Does this school district indicate in any advertisement related to employment, a preference, a limitation, specification or discrimination based on sex unless sex is a bona-fide occupational qualification for a particular job?

Appendix N

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts
COMPLIANCE PROGRESS FORM

Compliance area:

Staff member reporting:

Noncompliance identified: (List policies, practices or materials found to be in noncompliance)

Modifications taken: (List any actions taken to correct noncompliance and date completed)

Remedial steps taken or planned: (List any actions taken to eliminate the effects of identified noncompliance and date completed or of planned completion)

Comments:

Appendix O

BEDFORD BILLERICA BURLINGTON TEWKSBURY WILMINGTON

Shawsheen Valley Technical High School

100 COOK STREET, BILLERICA, MASSACHUSETTS 01866

TELEPHONE
667-2111
AREA CODE 617

BENJAMIN WOLK
Superintendent-Director

PAUL F. AHERN
Assistant Director

January 8, 1978

Dear Parent:

We'd like to invite you and your son/daughter to attend a special workshop entitled "Exploring Traditional Careers a New Way" to take place on January 18 in the Shawsheen Tech Library during the Open House for parents and applicants. The program will be repeated in two sessions, 7:30-8:00 and 8:30-9:00.

1. Opening remarks — welcome
2. Panel discussion with Shawsheen students in non-traditional shops (to be videotaped)
3. Question and answer session
4. Tours of shops following 1/2 hour programs in library

We are so pleased to learn that your son/daughter has expressed interest in a field once reserved for men/women only. Those sex role barriers are slowly changing as society accepts women into the work force. Our aim is to help make such a career choice a smooth one by this orientation meeting. You and your son/daughter will have the chance to ask questions about the shop, job placement information and get ideas on how to handle the results of being an individual.

We'd appreciate your letting us know if you plan to attend by filling out the form below and returning it to me as soon as possible. We look forward to meeting you.

Sincerely,

Maureen V. Lynch

Maureen Lynch
Counselor and Project OPTION Director

☐ Yes, we plan to attend "Exploring Traditional Careers a New Way".
☐ No, we cannot attend. Reason ______________________________

Names: ______________________________

Address: ______________________________

____

Phone: ____________________ Shop Interest: ____________________

PROJECT OPTION RESOURCE CENTER

Background

In December, 1977 Shawsheen Tech was awarded funding under P.L. 94-482 (Title II of the Vocational Education Amendments of 1976) for a project aimed at reducing the influence of sex bias on students' career choices, particularly with regard to vocational training programs. The program was designed and written by Maureen Lynch, a Guidance Counselor at the time. Project OPTION (Opening People to Increasing Opportunities Now) sought to initiate a regional effort and provide a method for the regional vocational school to work more closely with the district middle schools, parents and employers to encourage young people to consider careers once reserved for only one sex.

Four primary methods were used:

1. The formation of a Regional Collaborative,
2. The development of staff training models,
3. Middle school activities piloted at two target schools, and
4. The creation of a Resource Center.

Each component is described fully in the Project OPTION Final Report/Handbook.

Purpose

The OPTION Resource Center was created to provide a central location for information and curriculum materials concerned with sex equity and career awareness for the Shawsheen Valley district. Materials are available on a loan basis for use in classroom activities dealing with issues around sex bias and increasing awareness of career options. The collection is by no means complete but is rather a beginning of what we hope will be a growing collection of sex-fair curriculum materials.

Description of Materials

A variety of materials is contained in the OPTION Resource Center, including books, games, pamphlets, audio-visual resources, posters, etc. Some of them can be used in classrooms directly with students. Others are research documents, texts of the laws or model programs which provide good background information for teachers or counselors in planning their own classroom units. The materials have been divided into four major categories — Awareness Strategies/Laws, Male/Female Roles, School Programs, Career Options.

Location and Hours

The OPTION Resource Center is located in the Shawsheen Tech Library, 100 Cook St., Billerica, MA 01866 and is open from 8 am to 4:30 pm Monday through Friday.

Loan Procedures

Residents or employees of the Shawsheen Valley district have first preference in borrowing materials from the OPTION Resource Center. A specific library loan form must be obtained from the local library with the signature of that cooperating librarian. This signed form must be presented to the Shawsheen Librarian or Resource Center Aide in order to secure the desired item.

Materials are available for a two week period. It is a good idea to reserve audio-visual materials at least two months in advance.

Additional Information

For additional information contact John McDermott, Area Coordinator at (617) 667-2111 x48.

PROJECT OPTION CURRICULUM REVIEW FORM

Title: ______________________________

Author: ______________________________

Publisher: ______________________________

Address: ______________________________

Price: ______________________________

Type of Media: (book, filmstrip, cassette...) ______________________________

Brief Description:

Grade Level:

Staff, Materials and/or Time Needed for Use of Material:

Suggested Uses with Elementary, Middle or High School Students, Teachers, Parents, or Community Groups (please be specific):

Evaluation:

Name of Evaluator: ______________________________

Title: ______________ Date: ______________

Appendix R

BEDFORD BILLERICA BURLINGTON TEWKSBURY WILMINGTON

Shawsheen Valley Technical High School

100 COOK STREET, BILLERICA, MASSACHUSETTS 01866

BENJAMIN WOLK
Superintendent-Director

PAUL F. AHERN
Assistant Director

TELEPHONE
667-2111
AREA CODE 617

December 18, 1978

Dear Friend of Project OPTION:

Have you ever had the urge to replace Mary Stewart or Rex Reed and offer your opinion of a film to the movie viewing public? The Shawsheen Valley Regional Collaborative is offering you a unique opportunity to attend a film festival and serve as one of Project OPTION's movie critics. The film festival is an integral part of a Media Review to be held on January 11, 1979 from 1 pm until 5 pm. This Media Review marks the opening of Project OPTION's Resource Center in the Guidance Office at Shawsheen Valley Technical High School, 100 Cook St., Billerica, MA. An outline of the review program is enclosed.

The Resource Center provides materials for students, parents, educators and employers who are interested in reducing the effect of sex bias and stereotyping on career choices. These materials, which include movies, filmstrips, records, books and magazines, will be available to people within the Shawsheen Valley District. I hope you will continue to express your interest in Project OPTION through your interest in its Resource Center. Project OPTION will officially end on April 30, 1979, but its work will continue at the Resource Center. I hope you will decide to be a critic for a day and join us at the Project OPTION Resource Center on January 11 at 1 pm.

Sincerely,

Maureen V. Lynch

Maureen V. Lynch
Project OPTION Director

P.S. Please RSVP by returning the form below.

☐ Yes I plan to attend the Resource Center Opening.

☐ No I cannot attend. Reason: ______________________________

Name: ______________________________

Address: ______________________________

Phone: ______________________________

Appendix S

PROJECT OPTION RESOURCE CENTER

O ffers materials to assist educators in planning curriculum units free of bias.

P resents the business community with a view of career education in the school.

T eaches parents about the limitations of sex stereotyping at home and in school.

I nvites the community to learn about the rewards of an education based on ability, not gender.

O pens up avenues of opportunity for students seeking to develop their maximum potential.

N eeds YOU . . . for reading, righting, and reviewing.

Where? Shawsheen Valley Vocational-Technical High School,
Committee Room, 100 Cook Street, Billerica, MA

When? Thursday, January 11, 1979 . . . 1 pm until 5 pm.

What? Media review — films, books, slide-tapes, posters, etc.

Why? Official opening — Project OPTION Resource Center

Come Roam and Review on the 11th.

For additional information, contact Maureen Lynch, Project OPTION Director, 667-2111 x58.

Appendix T

AGENDA
OPTION Resource Center Critique Day

January 11, 1979 1 pm - 5 pm
Shawsheen Tech School Committee Room

1:00 Opening Remarks — Mr. Benjamin Wolk, Superintendent-Director

1:10 Summary of Project OPTION — Ms. Maureen Lynch, Project OPTION Director

1:30 **Audio-Visual Media Review**
Films: *When I Grow Up, The Time Has Come*
Slide-tape: *Man and Woman: Myths and Stereotypes*
Video-tape: *The Job Game*

3:30 **Evaluation of Printed Materials in Small Groups**

	Category	Group Leader(s)	Room
1.	**Awareness Strategies/Laws** Leading Workshops Community Education Teacher Training Student Awareness	Maureen Lynch Tony Russo Leo Gaughan	303
2.	**Male/Female Roles** Socialization Parenting Biographies	Jack Viveiros Gene Hailson	304
3.	**School Programs** Curriculum Review Classroom Activities Physical Education Supplemental Materials Career Awareness Activities Decision Making	June Bowser Mike Phelan	305
4.	**Career Options** Reference Books Nontraditional Careers for Women Biographies Labor Statistics	Roberta Dixon Liz White	307

4:30 Return to School Committee Room
Comments and Suggestions
Concluding Remarks

5:00 Program Ends

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Appendix U

MVA Newsletter, February, 1978
PROJECT OPTION AIMED AT REDUCING SEX STEREOTYPING
by Maureen V. Lynch, Project OPTION Director

Shawsheen Tech has been funded for a pilot program to bring awareness to students, educators, parents and employers of the increasing career opportunities available through vocational education. Specifically, the project will focus on reducing the influence of sex bias and stereotyping on studets' decisions regarding vocational education and career choices.

OPTION stands for Opening People to Increasing Opportunities Now. It is designed to be a comprehensive, cooperative effort of all five towns in the Shawsheen Valley district toward reducing sex bias and stereotyping in vocational education.

Sex bias and stereotyping has limited the number of women enrolled in vocational education programs for many years. Traditional attitudes regarding the roles of men and women in society have served to channel women away from male dominated technical and skill training programs. Likewise, men have been programmed to reject the more nurturant roles of nurse, child care worker and teacher, to name only a few.

While laws currently on the books have opened the doors of vocational programs to all students, regardless of sex, vocational schools maintain a predominantly male atmosphere. At Shawsheen Tech, for example, students are reluctant to enroll in nontraditional vocational programs. The great majority of female students are electing the traditional shops, including business technology, health services and cosmetology, while the male students are choosing such "heavy" shops as metal fabrication, auto mechanics and the various construction trades.

Overall enrollment at Shawsheen Tech is approximately 66 percent male and 34 percent female. While positive steps have been taken to resolve the issue of sex bias at Shawsheen, the responsibility must be shared by each community in the district. Two-thirds of a student's education is completed prior to application to Shawsheen and definite attitudes regarding occupational choice have already been formed. Young people need to be made aware of the changes taking place in today's society. Issues such as the limiting effects of stereotyping, the facts of rising cost of living figures, the importance of self-sufficiency, the laws prohibiting sex discrimination are all important components of a student's education.

The objectives of Project OPTION are to increase the female enrollment at Shawsheen Tech, to increase the number of students choosing nontraditional programs and to increase student, parent, educator and employer awareness of the negative consequences of sex bias and stereotyping. In order to accomplish these goals, four major strategies will be utilized:

1. A Resource Center will be established at Shawsheen Tech to house non-biased curricular materials to be used by teachers in the district.

2. Eight teachers will be hired to develop pilot curriculum units and counseling strategies for use with middle school students. The target middle schools identified as pilot project sites are the Francis Wyman Middle School in Burlington and the Marshall Middle School in Billerica.

3. A regional collaborative comprised of representatives from each of the five towns, including parents, students, educators, and employers will be established to oversee Project OPTION and make recommendations for reducing stereotyping in the district.

4. A summer staff inservice course will be offered to teachers in the district.

Workshops for parents, adminstrators and employers will also be scheduled as well as planning for on-going efforts to reduce sex stereotyping.

School of Education, University of Massachusetts
Spring Forum Workshop Outline

March 29, 1979
Amherst, Massachusetts

STRATEGIES FOR REDUCING SEX BIAS IN OCCUPATIONAL EDUCATION

Overview: A presentation and discussion of different strategies to reduce stereotyping and sex bias on the part of students, parents, teachers and administrators in regional vocational-technical schools. Among the topics to be covered are classroom activities, student support groups, inservice courses for teachers, mini-courses for students, workshops for parents, outreach to middle school students, nontraditional career programs, faculty workshops, regional collaboratives, career exploration activities and resource materials.

Workshop Leaders:
Maureen V. Lynch, Sex Equity Coordinator, Division of Occupation Education
  Massachusetts Department of Education, Boston, MA
Beverly Lydiard, Director of Community Education and Special Programs,
  Minuteman Tech, Lexington, MA

Agenda:

9:30 Welcome

Ideas for non-sexist parenting:
- Film – *The Time Has Come*
- (Third Eye Films, 12 Arrow Street, Cambridge, MA 02138 (c 1977)
- Brief discussion of film.

10:00 Introductions

10:10 **Ideas for Middle School Students**
- Project OPTION – Shawsheen Valley Region
  - Classroom Activities
  - Voc-tech Recruitment
  - Career Day/Night
  - Parent Workshop
  - Resource Center
  - Teacher Training
- After School Program – Minuteman Tech
  - Hands-on Career Exploratory
  - Basic Skill Training
  - Career Counseling

10:30 **Heightening Awareness**
- Questionnaire and Discussion: *Female Participation in the Work Force and Vocational Education Programs*
- The Hidden Agenda
- Inservice for Teachers and Administrators

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11:00 Ideas for High School Students
- Ninth Grade Shop Explorations
    - Shawsheen Tech and Minuteman Tech
- Students in Nontraditional Shops
    - Support Groups — Shawsheen and Minuteman
- Physical Education
    - Project Adventure — Shawsheen Tech
- Social Studies
    - Social Psychology Class — Shawsheen Tech

11:20 Questions and Answers
- Strategies
- Display Materials

11:30 Evaluation

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Project OPTION

FREE/LOW-COST IDEAS FOR SCHOOL ACTIVITIES TO EXPAND AWARENESS OF CAREER OPTIONS

1. **Advisory Committees**
Are existing advisory committees, i.e. Title IX/Chapter 622, Vocational Programs, PTO and Student Advisory Councils, working on planning and coordinating ongoing compliance monitoring and active efforts toward breaking down bias and stereotyping in the school system?

Take a look at the composition of your advisory committees and seek out new members to fill out your representation of women, students, ethnic and racial minorities.

2. **Free Mailing Lists** (There are many, but to name a few you should send for:)
Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.
Educational Development Center, WEEAP Dissemination Center, 55 Chapel Street, Newton, MA 02160.
Ohio State University, Center for Research in Vocational Ed, 1960 Kenny Road, Columbus, OH 43210.
Women's Educational Equity Act, Communications Network, Far West Laboratory for Research and Development, 1855 Folsom Street, San Francisco, CA 94103.

3. **Awareness Workshops for Staff and Students**
Send teams of administrators, faculty and/or students to *free* training workshops conducted by the Mass. Department of Education, contact your regional center.

Write for a minigrant to pay a consultant to run inservice workshops under the Commonwealth Inservice Institute. Contact your regional education center.

Contact the New England Equal Education Center, 121 Sigourney Street, Hartford, CT 06105 to arrange *free* consultation for compliance strategies.

4. **Support Groups**
A counseling group can be conducted by the Guidance Department to serve as a support network for students in nontraditional shop courses.

5. **Bulletin Board Displays**
Newspaper clippings, student projects, fact sheets, required posting of the laws and grievance procedures, pictures of nontraditional workers and career awareness information can be displayed on a regular basis throughout the school.

6. **Library Displays**
Books dealing with careers, especially those in nontraditional fields, can be displayed in the library periodically.

7. **Career Days**
Always invite a man and a woman to speak about every career presented at any career day to get a balanced perspective.

***8. What's My Line?**

A high interest twist to the format for visiting speakers on careers, especially for people in nontraditional career areas.

***9. Opinionnaire**

Give students a list of questions about male and female roles. Generate discussion on whether they agree or disagree about comments such as "only girls can babysit" or "boys shouldn't cry."

***10. Career Survey**

Give students a list of careers and ask them if they think they are for men or women or both. Lead discussion on why ability and interest can only be judged on individual basis regardless of sex.

* For more information, contact:

John McDermott, Area Coordinator
Shawsheen Valley Vocational Technical High School
100 Cook Street
Billerica, Massachusetts 01866
(617) 667-2111

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